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ABSTRACT

Twenty-three units comprise this basic course. Each unit consists of a dialog; questions on the dialog; notes on the syntax, morphology, and phonology of Kabyle; pattern drills; and a narrative based on the dialog. Early units (I -VI) also contain notes on the pattern drills. Phonemic transcription is used throughout. (DO)

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SPOKEN KABYLE

A BASIC COURSE

(Pre-publication Draft)*

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and African Languages

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UNIT I

sal:amu	peace
'lik:um	on you
sal:amu 'lik:um.	How do you do. Good day.
u	and
u 'lik:um sal:am.	How do you do. (response)
amik	how
t-li-d*	you are
amik t-li-d*.	How are you?
lab:as	nothing bad
a-sid:i	Sir
lab:as / a-sid:i. amik t-li-d*.	Fine, sir. How are you?
ism	name
ism-iu	my name
k'u 'bd*l:ah	K'u Abdullah (man's name)
lab:as. ism-iu k'u 'bd*l:ah.	Fine. My name is K'u Abdullah.
ism-ik	your name
amik ism-ik	What's your name?
ism-iu t*am fšr:r.	My name is Tom Fisher.
an-si	what from
an-si-k	where (are) you from
t*am fš:r / an-si-k.	Tom Fisher, where are you from?
nk:i	I
lamirik	United States

si-lamirik:	from the United States
nk:i si-lamirik:.	I'm from the United States.
aiua	Oh
kci (ni)	you (masc., sing.)
amirik:ani	American
aiua. kcini damirik:ani.	Oh, you're an American.
u kci / an-si-k.	And you. Where are you from?
ha-t-a	this is (masc., sing.)
axam	house
axam-iu	my house
ha-t-a uxam-iu.	This is my house.
ak*baili	Kabyle (masc., sing.)
nk:i dak*baili.	I'm a Kabyle.
axam-ik	your house
amk*ran	large
axam-ik damk*ran.	Your house is big.
ha-t:-a	this is (fem., sing.)
tibḥirt	garden
tibḥirt-iu	my garden
ha-t:-a tbḥirt-iu.	This is my garden.
lmlk	farm
lmlk-iu	my farm
ha-t-a lmlk-iu.	This is my farm.
ha-t:-a tbḥirt-iu. u ha-t-a lmlk-iu.	This is my garden. And this is my farm.
γur-k	to you

l'aila	family
γur-k l'aila?	Do you have a family?
iih	yes
baba	my father
dag:i	here
ha-t-an dag:i	he is here
iih. baba / ha-t-an dag:i.	Yes. This is my father here.
'ami	my paternal uncle
dihin	there
ha-t-an dihin	he is there
'ami / ha-t-an dihin.	That's my uncle over there.
luašul	children
γur-k luašul?	Do you have children?
l:ah	God
i-bark	he blesses
iih. γur-i l:ah i-bark.	Yes, I have. Thank you.
ia-	(vocative)
d:id-i	with me
ia-d:id-i.	Come with me.
ial:ah.	Let's go.

Dialogue

T.F. sal:amu 'lik:um.

K.A. u 'lik:um sal:am. amik t-li-d*?

T.F. lab:as / a-sid:i. amik t-li-d*?

K.A. lab:as. ism-iu k'u 'bd*l:ah. amik ism-ik?

T.F. ism-iu t*am fš:r.

K.A. t*am fš:r / an-si-k.

T.F. nk:i si-lamirik:.

K.A. aiua. kcini damirik:ani.

T.F. iih. nk:i damirik:ani. u kci / an-si-k.

K.A. ha-t-a uxam-iu. nk:i dak*baili.

T.F. axam-ik damk*ran.

K.A. ha-t:-a tbḥirt-iu. u ha-t-a lmlk-iu.

T.F. γur-k l'aila.

K.A. iih. baba ha-t-an dag:i. 'ami ha-t-an dihin.

T.F. γur-k luašul.

K.A. iih. γur-i l:ah i-bark. ia-d:id-i.

T.F. ial:ah.

QUESTIONS

1. amirik:ani / amik ism-is?

2. ak*baili / amik ism-is?

3. amirik:ani / an-si-t?

4. ak*baili / an-si-t?

5. mnhu damirik:ani?

6. mnhu dak*baili?

7. ak*baili / γur-s axam-is?

8. k'u / γur-s baba-s?

9. baba-s n-k'u / γur-s luašul?

10. t*am fšr / γur-s lmlk?

11. t*am fš:r / γur-s axam?

12. k'u / damirik:ani?

13. t*am fš:r / dak*baili?

14. t*am fš:r / γur-s luašul?

15. amik ism-is n-'ami-s n-k'u?

16. k'u / γur-s l'aila?

Notes

I Syntax

Sentences in Kabyle may be divided into two groups. In the first group are sentences, often consisting of a single word, used as exclamations, signs of agreement, or disapproval, e.g., aiua, iih, al:a. In the second group are other sentences used as statements and questions. This group may be divided again into sentences that contain verbs and sentences that do not. In the first dialogue there are samples of all types of sentences. The affirmative response iih occurs as well as the exclamation aiua. The final sentence ial:ah, an exclamation, is an example of this type.

Sentences of the second group are most frequent in the dialogue. Only one question with a verb is found, however, and sentences with verbs will be discussed later. Almost all of the questions and answers in the dialogue belong to the first part of the second group, that is, they are not exclamations or interjections, and they do not contain verbs. There are several features of these sentences that should be noted.

1. The sentence may consist of two nouns:

   ism--iu k'u 'bd*l:ah.

   axam-ik damk*ran.

2. The sentence may consist of a pronoun and a noun:

nk:i dak*baili.

kcini damirik:ani.

In either of these cases, the particle d is placed before the second noun unless that noun is a person's name (or another type of proper noun).

3. The sentence may consist of a noun or a pronoun followed by another noun with a prepositional prefix:

nk:i si-lamirik:.

4. The sentence may consist of the demonstative ha- with an affix (See Morphology below) and a noun. Such sentences may also contain adverbs:

ha-t-a uxam-iu.

baba / ha-t-an dag:i.

5. The sentence may be formed from one of the preceding four types by replacing one of the parts with an interrogative form. The interrogative is placed at the beginning:

a. ism-ik k'u. amik ism-ik?

b. k'u dak*baili. mnhu dak*baili?

c. nk:i si-lamirik:. an-si-i?

d. baba / ha-ta dag:i. aida baba?

Sentences (a) and (b) require no change except the replacement of one part of the sentence with an interrogative form. Sentence (c) requires a further change, however. This change is necessary because the combination of an interrogative and a prepositional affix functions as an affix and cannot occur without another affix. A personal pronoun like nk:i cannot preserve its form as an independent word after a prepositional affix. It is the affix -i that completes the sentence and replaces nk:i. In questions, it is sometimes necessary to add another word for clarification or emphasis. In such cases the supplementary word is placed at the beginning of the sentence, and there is a pause between that word and the rest of the sentence:

ak*baili / an-si-t?

II Morphology

Words in Kabyle may be divided into two groups: those that always occur as separate units with no change of form and those that sometimes may occur as complete words but are sometimes the bases for longer words formed by the addition of prefixes or suffixes. Words such as iih, aiua, ial:ah belong to the first group and are called "particles." Forms such as ism, axam, tibḥirt, ili belong to the second group. Because these forms often occur with prefixes or suffixes and serve as bases for longer words, they are called "stems." The forms that never occur independently as words, but are added to stems to form longer words are called "affixes"; for although some forms (prefixes) always occur before a stem and some (suffixes) always occur after a stem, there are many that may occur in either position. The changes in position depend on conditions in the word; chiefly the use of other affixes. In the dialogue there are many examples of affixes: -iu, -d*, si-, -ik, -i, t-...-t. Not all affixes are separated from stems by hyphens: taxamt, amk*ran. The use of the hyphen depends on the phonological characteristics of the word.

III Phonology:

In addition to the general pronunciation exercises in Supplement I, there are general features of the phonology of Kabyle that will be described in this section of each unit. These statements will deal with the possible variations of pronunciation and with rules for reading the transcriptions that are based on syntactic and morphological considerations.

The first problem in reading the transcriptions arises from the position of stress or accent. In those words that are written without hyphens, it is necessary to find one of the three vowel letters *a*, *i*, *u*. Each one of these that occurs in a word without hyphens is pronounced with equal force: *áxám*, *ámírik:ání*. If there are only vowels in the word, divisions are made. /a/, if it occurs, is the center of the syllable in such words. In *aiua*, therefore, the word is divided into two parts. /i/ after /a/ is pronounced "y" and considered a part of the first syllable, and /u/ before a vowel is pronounced "w" and considered a part of the second syllable: (áywá).

When a word is written without vowels, it is necessary to note the syllabic divisions (Supplement I) and to pronounce each syllable with equal force: lmlk = ǐlmǐlǐk.

When a word is written with both consonants and vowels, syllables usually begin with consonants, and vowels are included in the syllable with the preceding consonant. If a word begins with a vowel followed immediately by a consonant and another vowel, there will be two syllables, one containing the initial vowel and another with the consonant and following vowel. There may be a second consonant after the vowel and this will be included in the second syllable unless there is a third vowel in the word:

axam = a xam   lamirik: = la mi rik:

If the word contains only one written vowel and several consonants, there may be syllabic divisions based on the rules for combinations of (Supplement I), and the syllable containing the written vowel receives the greatest force: ísm = í səm.

A word may be divided into several parts, and hyphens are used to mark the points of division. Each part is then pronounced with equal force. If there is a written vowel before a single consonant that is separated by a hyphen, the consonant is usually included in the syllable with the written vowel: an-si-k => (ǽn sík). If at the beginning of a word there is a consonant before a hyphen that is followed by another consonant, a short vowel is inserted between the two consonants. The first consonant and the short vowel form a syllable that is pronounced as strongly as the next part of the word: t-li-t* => (θĭ́ léð). It is important, therefore, to note the positions of hyphens in words, mark the parts indicated by the hyphens, and supply equal stress for each of these parts. It is also important when learning a new prefix or suffix to learn whether the affix is used with or without a hyphen.

Pattern Drills

	A	B	A
I	ism-iu brahmi.	amik ism-ik?	nk:i / ism-iu brahmi.
	ism-iu iamina	amik ism-im?	nk:i / ism-iu iamina.
	ism-ik k'u.	amik ism-iu?	kci / ism-ik k'u.
	ism-im baia.	amik ism-iu?	kmi / ism-im baia.
	ism-is lahlu.	amik ism-is?	nt:a / ism-is lahlu.
	ism-is 'iša.	amik ism-is?	nt:at / ism-is 'iša.
II	(amirik:ani)		
	nk:i damirik:ani.	an-si-k?	nk:i si-lamirik:.
	(tamirik:anit)		
	nk:i dtamirik:anit.	an-si-km?	nk:i si-lamirik:.
	(ak*baili)		
	kci dak*baili.	an-si-i?	kci si-lzazair.
	(tak*bailit)		
	kmi dtak*bailit.	an-si-t?	kmi si-ljazair.
	(amirik:ani)		
	nt:a damirik:ani.	an-si-t?	nt:a si-lamirik:.
	(tak*bailit)		
	nt:at dtak*bailit.	an-si-t:?	nt:at si-ljazair.

III	axam-iu / ha-t-a dag:i.	axam-iu / ha-t-an dag:i.
		axam-iu / ha-t-an dihin.
	taxamt-iu / ha-t:-a dag:i.	taxamt-iu / ha-t:-an dag:i.
		taxamt-iu / ha-t:-an dihin.
	lmlk-is / ha-t-a dag:i.	lmlk-is / ha-t-an dag:i.
		lmlk-is / ha-t-an dihin.
	tibḥirt-iu / ha-t:-a dag:i.	tibḥirtiu / ha-t:-an dag:i.
		tibḥirt-iu / ha-t:an dihin.
	ha-t-a uxam-iu dag:i.	ha-t-an uxam-iu dihin.
	ha-t:-a txamt-iu dag:i.	ha-t:-an txamt-iu dihin.
	ha-t-a lmlk-is dag:i.	ha-t-an lmlk-is dihin.
	ha-t:-a tbḥirt-iu dag:i.	ha-t:-an tbḥirt-iu dihin.

IV	γur-i axam.	ašu γur-k?	γur-i axam.
	γur-i axam.	ašu γur-m?	γur-i axam.
	γur-i axam.	ašu γur-m?	γur-i axam.
	γur-k tibḥirt.	ašu γur-i?	γur-k tibḥirt.
	γur-m l'aila.	ašu γur-i?	γur-m l'aila.
	γur-s lmlk.	ašu γur-s?	γur-s lmlk.
	γur-s luašul.	ašu γur-s?	γur-s luašul.

Pattern Drills - Notes

I These questions and answers are arranged to give practice in the use of the possessive affixes. The forms of these affixes are determined by the gender and number of the possessor. There is one form for the first person singular affix and one for the third person singular affix; but there are two for the second person. It is necessary to distinguish between a masculine and a feminine possessor in the second person.

II In these patterns the independent forms of the personal pronouns are presented. It is important to distinguish between masculine and feminine forms in both second and third persons. If the pronoun is feminine, the noun in the sentences of this form must be feminine. Here the general form of feminine nouns is found, that in which there is an affix t...t. Notice that this affix can be added to a masculine noun to make that noun feminine.

The second set of patterns for this group introduces the special forms of the pronouns after interrogatives. The interrogatives are usually affixes, and it is a characteristic of pronouns in Kabyle that they lose their independent forms after affixes. The form taken by the pronoun when used with an affix depends on the affix itself. After interrogatives, the pronominal forms used are those found here; after prepositional prefixes another set is used.

III These sentences are demonstrative in form, and the forms of the demonstrative pronouns after ha- are introduced. Like other pronouns the demonstratives have special forms when used with affixes. Notice also the special forms of the nouns that occur in the third and fourth patterns. If the noun is masculine and begins with /a/, the /a/ is changed to /u/. If the noun is feminine and begins with /t/ followed by a vowel, the vowel is dropped. These changes are necessary whenever nouns with either of these forms are not at the beginning of a phrase.

Another element introduced in these patterns is the locative -n. This is used to indicate separation from the speaker. If the particle dihin "there" is used in the sentence, -n will also be used. If dag:i "here," is used and there is no noun separating it from ha-t-a, -n may be used to indicate relative distance from the speaker:

ha-t-a uxam-iu = Here is my house.

axam-iu / ha-t-an dag:i. = My house is here (but there is something closer to me than my house).

IV These sentences like the others in this drill contain no verbs, so at first glance they might seem to belong to the same group as those in I, III, and III. Closer examination, however, shows a difference. The nouns that occur in these sentences do not have the special forms (uxam, tibhirt), and must, therefore, be considered the first element of a phrase. There is no d used although these nouns are not personal names. It is clear, therefore, that these sentences must be analyzed differently. The first element of each sentence is a prepositional prefix to which has been added a pronoun. The personal pronoun loses its independent form and becomes an affix, and these affixes are very similar to those that are used as possessives. The sequence of preposition and pronoun occupies the same position in the sentence that is occupied by verbs, so we must consider these sentences special types of verbal sentences. The first element, (preposition + pronoun) is one phrase, and the noun in each sentence functions as a second phrase.

V Summary:

The sentences in these patterns illustrate the basic divisions of sentences into two phrases. The first phrase is either a noun (or pronoun) or a verb (or verb substitute). The second phrase in a noun sentence, the complement, is preceded by d unless it is a personal name or another type of proper noun. The complement in verbal sentences does not have a special mark. In the demonstrative sentence there is apparently, only one phrase. Nouns occurring after the demonstrative sequence have a special form (a>u tV>t), a form that is characteristic of these nouns whenever they are not the first form in a phrase.

Nouns may be either masculine or feminine, i.e., they can be replaced by nt:a or nt:at. There are no neuter forms. The gender of inanimate nouns is determined by form. Those beginning with /a/ are usually masculine; those beginning with /t/ and ending with /t/ are usually feminine. Nouns borrowed from Arabic may begin with /l/ and are usually masculine. If these borrowed nouns end with /a/, however, they are usually feminine. In a phrase the gender of all forms referring to a given noun is determined by the gender of the noun.

Narrative

t*am fš:r damirikani.

nt:a si-lamirik:.

i-na sal:amu 'lik:um.

k'u 'bd*l:ah dak*baili.

nt:a si-ljazair.

i-na u'lik:um sal:am.

γur-s axam tibḥirt d:-lmlk.

γur-s l'aila.

γur-s baba-s 'ami-s d:-luašul.

axam-is damk*ran.

i-t*am fšr:r i-na-ias k'u / γur-i baba d:-'ami.

ha-t-a uxam-iu.

ha-t:-a tbḥirt-iu.

i-na-ias / ia-d:id-i a-si t*am.

t*am fšr i-na-ias / ial:ah.

UNIT II

sal:amu 'lik:um	How do you do.
rb:i	my lord; God
ad-i-g:	he will make
lbarak:a	blessing
rb:i ad-i-g: lbarak:a.	God bless you.
im:a	my mother
ha-t:-an im:a.	There is my mother.
a-t*am fš:r / ha-t:-an ima.	Tom Fisher, that's my mother.
t-k*im	she sits
sufl-	on
ak*rsi	chair
sufl-uk*rsi	on (in) the chair
t-k*im sufl-uk*rsi.	She is sitting in the chair.
g:ma	my brother
ha-t-an g:ma.	That's my brother.
i-k*im	he sits
lbit	room
-ihin	that; the...over there
g:lbit-ihin	in that room
i-k*im g:-lbit-ihin.	He's sitting in that room (over there).
luaḥid	with
m:i	my son
amzian	small one
luaḥid m:i amzian	with my little son

i-k*im g:-lbit-ihin luaḥid m:i amzian.	He's sitting in that room with my little son.
tamt*ut	woman
tamt*ut-iu	my wife
t-ruḥ	she has gone
tamt*ut-iu t-ruḥ	my wife went
lḥmam	bath; public bath; Turkish bath
γr-lḥmam	to the bath
tamt*ut-iu t-ruḥ γr-lḥmam.	My wife has gone to the bath.
il:i	my daughter
xalti	maternal aunt
luaḥid il:i d:xalti	with my daughter and my aunt
tamt*ut-iu t-ruḥ γr-lḥmam luaḥid il:i d:-xalti.	My wife has gone to the bath with my daughter and my aunt.
mnb'd	after
ad-ruḥ-nt	they (fem.) will go
γr-sinima	to the movie theater
mnb'd lḥmam ad-ruḥ-nt γr-sinima.	After the bath, they will go to the movies.
t:zur*	be visiting; be sightseeing
t:zur*-nt	they (fem.,pl.) are sightseeing
nuhnti	they (fem., pl.)
nuhnti t:zur*-nt.	They are sightseeing.
mnhu	who?
argaz	man
argaz-ihin	that man

mnhu dargaz-ihin.	Who is that man over there?
xali	my (maternal) uncle
nt:a dxali.	He's my uncle.
axdam	worker
g:-tbḥirt-iu	in my garden
nt:a daxdam g:-tbḥirt-iu.	He's a worker in my garden.
kunui	you (pl., masc.)
xdm	work
t-xd:m-m	you (m.pl.) work
i-lkl	all; every; all together
kunui t-xd:m-m i-lkl g:-tbḥirt.	Do all of you work in the garden?
al:a	no
lxalat	women
xd:m-nt	they (fem.,pl.) work
g:-uxam	in the house
al:a. lxalat xd:m-nt g:-uxam.	No, the women work in the house.
g:-l'naia-k	in your pleasure; please; thank you
k*im g:-l'naia-k.	Please sit down.
suu	drink
afnšal	cup
lk*ahua	coffee; café
afnžal n-lk*ahua	a cup of coffee
ad-n-suu afnžal n-lk*ahua.	We'll drink a cup of coffee.
tamurt	country; nation
g:-tmurt-iu	in my country; back home
na-n-ii-d:	they said to me

g:-tmurt-iu na-n-ii-d:	back home they told me
bl:i	that (conj.)
lk*ahua-nun	your (masc., pl.) coffee
l'ali-t:	good; nice (fem., sing.)
g:tmurt-iu na-n-ii-d: bl:i lk*ahua-nun dlali-t:.	Back home they told me that your coffee is good.
t:ḥibi	always like
t:ḥibi-γ lk*ahua	I like coffee
at*as	much, a lot
nk:i t:ḥibi-γ lk*ahua at*as.	I like coffee a lot.
maši	not
am-	like; as
maši am-'ami.	Not like my uncle.
daγn	also; too
t:ḥibi-γ-t:	I like her
axir	better; more (in quality)
latai	tea
axir n-latai	more than tea
nk:i daγn t:ḥibi-γ-t: axir n-latai.	I took like it more than tea.
kšm	enter
ad-n-kšm	we'll enter
γr-lbit-ihin	to that room
ial:ah / ad-n-kšm γr-lbit-ihin.	Let's go into that room.
ad-n-k*im	we'll sit
lmid:a	table
zat n-lmid:a	near the table

ad-n-k*im zat n-lmid:a.	We'll sit near the table.
'iša	Aicha (woman's name)
aui	carry
aui-d:	bring
aui-aγ-d:	bring (to) us
aui-aγ-d: lk*ahua	bring us the coffee
a-'iša / ai-ial:ah. aui-aγ-d: lk*ahua.	Aicha, come. Bring us the coffee.

Dialogue

T.F. sal:amu 'lik:um. rb:i ad-i-g: lbarak:a.

____ u 'lik:um sal:am.

K.A. a-t*am fš:r / ha-t:-a im:ə. t-k*im sufl-uk*rsi.

ha-t-an g:ma. i-k*im g:-lbit-ihin. luaḥid m:i amzian.

tamt*ut-iu t-ruḥ γr-lḥmam / luaḥid il:i d:-xalti.

mnb'd lḥmam ad-ruḥ-nt γr-sinima. nuhnti t:zur*-nt.

T.F. mnhu dargaz-ihin.

K.A. nt:a dxali. nt:a daxdam g:-tbḥirt-iu.

T.F. kunui t-xd:m-m i-lkl g:-tbḥirt.

K.A. al:a. lxalat xd:m-nt g:-uxam. k*im g:-l'naia-k.

ad-n-suu afnžal n-lk*ahua.

T.F. g:-tmurt-iu na-n-ii-d: bl:i lk*ahua-nun dlal-it:.

K.A. nk:i t:ḥibi-γ lk*ahua at*as. maši am-'ami.

T.F. nk:i dayn t:ḥibi-γ-t: axir n-latai.

K.A. ial:ah / ad-n-kšm γr-lbit-ihin. ad-n-k*im zat n-lmid:a.

a-'iša / ai-ial:ah. aui-aγ-d: lk*ahua.

Questions

1. t*am fš:r / i-kšm γr-uxam?
2. k'u 'bd*l:ah / i-kšm γr-uxam?
3. aida t-k*im im:a-s n-k'u?
4. aida t-ruḥ tmt*ut n-k'u?
5. mnb'd lḥmam ad-ruḥ-nt γr-sinima?
6. ašu dlxdma n-xali-s n-k'u?
7. l'aila n-k'u xd:m-n i-lkl g:-tbḥirt?
8. aida xd:m-nt lxalat?
9. lk*ahua n-lk*bail / dl'ali-t:?
10. k'u 'bd*l:ah / i-t:ḥibi lk*ahua?
11. t*am fš:r / i-t:ḥibi lk*ahua?
12. k'u 'bd*l:ah / i-t:ḥibi latai?
13. t*am fš:r / i-t:ḥibi latai?
14. aida k*im-n k'u 'bd*l:ah d:-t*am fš:r?
15. ism-is il:i-s n-k'u 'bd*l:ah?

Notes

I Syntax

In this unit there are several examples of sentences with verbs. These sentences may consist of one phrase (a verb phrase) or two phrases (a verb phrase with complement). In some cases, the verb phrase includes, in addition to the verb, a noun or a pronoun. The principal features of verbal sentences are found in the following statements.

1. The sentence may consist of a verb:

k*im	"Sit down."
i-k*im	"He sat down."
ruḥ	"Go."

2. The sentence may consist of a verb phrase with complement:

ad-n-su afnžal n-lk*ahua. "We'll drink a cup of coffee."

t-ruḥ γr-lḥmam. "She went to the bath."

3. The sentence may consist of a verb with a noun or pronoun and a complement:

tamt*ut-iu t-ruḥ γr-sinima. "My wife has gone to the movies."

lxalat xd:m-nt g:-uxam. "The women work in the house."

nk:i t:ḥibi-γ lk*ahua. "I like coffee."

4. The noun may be placed after the verb:

argaz i-k*im g:-lbit-ihin. => i-k*im urgaz g:-lbit-ihin.

"The Man sat down (is sitting) in that room."

tamt*ut t-ruḥ γr-sinima. => t-ruḥ tmt*ut γr-sinima.

5. It is the special form of the noun when it occurs after the verb in such sentences that makes it possible to mark the divisions of the verbal sentences. A noun at the beginning of a complement phrase has the same form as the noun at the beginning of a sentence. This indicates that the complement phrase is a separate unit within the sentence. The noun that occurs after a verb, however, has the form reserved for nouns in non-initial position within a phrase. This indicates that the combination of verb and nound should be regarded as a single unit; the noun subject is not a separate unit as it is in the English sentence. Because the verb is the smallest unit that may occur in the verbal sentence, we shall consider it the nucleus of the sentence. The basic structure of verbal sentences is then the verb phrase. The verb phrase may be extended by the addition of a noun or pronoun. The sentence itself may be extended by the addition of a complement. The complement phrase may be one of the same structures used as the complement of a noun sentence (See Unit I).

II Morphology

The verbs that serve as nuclei of the verbal sentences belong to that class of forms identified as "stems" in Unit I. In commands addressed to one person, the verb stem occurs without affixes. This imperative form is also the form used in listing verb stems in dictionaries and glossaries. In all other occurrences, the verb stems must be used with affixes that indicate the performer of the action. In addition, other affixes may be used, or the stem may be modified to indicate the attitude of the speaker toward the factual nature of the event he is reporting. In some cases, the use of these affixes and modifications appears to be equivalent to the use of the various tenses in English. The important difference is that in English it is the time of the event relative to the time of speaking that determines the selection of a specific tense:

1. Before time of speech--past "He went"
2. At time of speech--present "He goes; he is going."
3. After time of speech--future "He will go."

In Kabyle it is the attitude of the speaker toward the factual nature of the event that determines selection of a specific prefix or stem modification.

1. Accomplished fact -- perfect stem i-na "he has said"
2. Not accomplished--imperfect stem
    a. Action initiated--modified stem: i-t:ini "He usually says"
    b. Action proposed, not initiated--prefix ad- ad-i-ini "he will say"
3. Denial of factual nature of event--negative stem with negative affix: ur-i-ni-ara "he didn't say."

The features described above (affixes and stem modifications) are the basic criteria for the separation of verb stems from noun stems as morphological units, and the patterns of modifications in verb stems serve as criteria for classification of the verb stems. The class to which a verb stem belongs will, therefore, be determined by its imperative, imperfect, perfect and negative forms.

III Phonology

In the transcription of utterances the identity of each form is preserved in its spelling. It is necessary, however, to modify the reading of the forms when they occur in certain combinations.

The complement marker d when it occurs before a feminine noun beginning with /t/ is assimilated, and the combination is pronounced as /t:/.

/nt:at dtak*bailit/ => (nt^{s}æθ t^{s}aqbæyliθ.)

/tamt*ut-iu dtamirik:anit/ => (tæmtoθiyu t^{s}amirikæniθ.)

Assimilation alsco occurs when the prefix ad- occurs before /t/ as a subject marker.

/ad-t/ruḥ/ => (ǽt^{s}əróḥ)

/ad-t-xdm/ => (ǽt^{s}ə xə́ðə́m).

A similar process occurs when ad- occurs before the subject markers -n.

/ad-n-su/ => (ǽnəsú)

/ad-n-k*im/ => (ǽnəqém)

In all of these cases, it is the second consonant of the sequence that controls the assimilation, and the features of that consonant (voicelessness, nasality) are dominant.

Pattern Drills

I	argaz-ag:i / an-si-t?	nt:a si-bgait
	tamt*ut-ag:i / an-si-t:?	nt:at si-tiziuzu.
	argaz-ag:i / mnhu-t?	nt:a dg:ma.
	tamt*ut-ag:i /mnhu-t:?	nt:at dultma.
	argaz-ihin / an-si-t?	nt:a si-lamirik:.
	tamt*ut-ihin / an-si-t:?	nt:at si-lamirik:.
	argaz-ihin / mnhu-t?	nt:a damirik:ani.
	tamt*ut-ihin / mnhu-t:?	nt:at dtamirik:anit.
II	baba dafl:aḥ.	tamt*ut-iu g:uxam.
	im:a-k dtak*bailit.	tamt*ut-ik g:-lḥmam
	baba-m dak*baili.	argaz-im g:sinima.
	im:a-s dtamirik:ani.	tamt*ut-is g:lbit-ihin.
	baba-s damirik:ani.	argaz-is g:-txamt-ag:i.
	babat-nγ dafl:aḥ.	ar:au-nγ g:tbḥirt.
	im:at-un dtak*bailit	lxalat-nun g:-uxam.
	babat-unt dak*baili	irgazn-nunt zat n-lmid:a.
	im:at-sn dtamirik:anit	lxalat-nsn g:-lḥmam.
	babat-snt damirik:ani.	irgazn-nsnt g:-tbḥirt.
III	nk:i dafl:aḥ.	xd:m-γ g:-tbḥirt-iu.
	kci dafl:aḥ.	t-xd:m-t g:-tbḥirt-ik.

kmi dtamt*ut n-k'u.	t-xd:m-t g:-uxam-im.
nt:a dmi-s n-k'u.	i-xd:m luaḥid baba-s.
nt:at dil:i-s n-k'u.	t-xk:m luaḥid ima-s.
nk:ni difl:aḥn.	n-xd:m g:-tbḥirt-nγ.
nk:nti lxalat	n-xd:m g:-tbḥirt-nγ.
kunui difl:aḥn.	t-xd:m g:-tbḥirt-nun.
kunmti lxalat.	t-xd:m-mt g:uxam-nunt.
nhni dar:au-is n-k'u.	xd:m-n luaḥid babat-sn.
nhnti dar:au-is n-k'u.	xd:m-nt luaḥid imat-sn.
(nt:a)	
ha-t-a uxam-is dag:i.	γur-s axam-is dag:i.
ha-t:-a txamt-is dag;i.	γur-s taxamt-is dag:i.
(nuhni)	
axam-nsn / ha-t-an dihin.	γur sn axam-nsn dihin.
taxamt-nsn / ha-t:-an dihin.	γur-sn taxamt-nsn dihin.
(nt:at)	
axam-is / ha-t-an dihin.	γur-s axam-is dihin.
taxamt-is / ha-t:-an dihin.	γur-s taxamt-is dihin.
(nuhnt:)	
ha-t-an uxam-nsnt dihin.	γur-snt axam-nsnt dihin.
ha-t:-an txamt-nsnt dihin.	γur-snt taxamt-nsnt dihin.

(kci)	
lmlk-ik / aida-t?	γur-k lmlk-ik dag:i?
tibhirt-ik / aida-t:?	γur-k tibhirt-ik dag:i?
(kunui)	
lmlk-nun / aida-t?	γur-un lmlk-nun dag:i?
tibḥirt-nun / aida-t:?	γur-un tibḥirt-nun dag:i?
(kmi)	
afnžal-im / aida-t?	γur-m afnžal-im dag:i?
tibḥirt-im aida-t:?	γur-m tibḥirt-im dihin?
(nk:i)	
lmlk-iu damk*ran.	γur-i lmlk-iu amk*ran.
tibḥirt-iu dtamziant.	γur-i tibḥirt-iu tamziant.
(nk:ni)	
axam-nγ damk*ran.	γur-nγ axam-nγ amk*ran.
taxamt-nγ dtamziant.	γur-nγ taxamt-nγ tamziant.
(nk:nti)	
lbit-nγ damk*ran	γur-nγ lbit-nγ amk*ran.
l'aila-nγ dtamziant.	γur-nγ l'aila-nγ tamziant.

Pattern Drills -- Notes

I The first set of sentences illustrates the type of question in which a noun is placed before the interrogative word for emphasis or clarification. In these sentences, it is necessary to have a definite pause (without letting the tone of voice drop) between the noun and the interrogative word. Furthermore, the interrogative word must have as an affix the pronominal form that agrees in gender and number with the noun that occurs at the beginning of the sentence:

argaz-ag:i / an-si-t? tamt*ut-ag:i / an-si-t:/
(m.,s.) (m.,s.) (f.,s.) (f.,s.)

In the answers to questions of this form, the noun used in the questions are replaced by independent personal pronouns of the same gender and number:

argaz-ag:i / an-si-t? nt:a si-bgait.
(m.,s.) (m.,s.) (m.,s.)

tamt*ut-ag:i / an-si-t:? nt:at si-tiziuzu.
(f.,s.) (f.,s.) (f.,s.)

II Each sentence of the second group contains a possessive suffix. These special pronominal forms occur immediately after a noun stem. Each of the affixes may be correlated with one or two of the independent personal pronouns. The gender and number of the affixes is unaffected by the gender and number of the nouns with which they occur.

There are usually two forms for each of the possessive suffixes: one form that occurs with kinship terms and a second that occurs with other nouns. Kinship terms are those nouns which refer only to family relationships and which may be considered inherently possessed nouns, i.e., they must always occur with a possessive suffix except when the speaker refers to his own relatives. It is not possible to say "a father" or "the brother" in Kabyle. If there is no possessive affix used, *baba* means "my father"; *g:ma* means "my brother," etc. Comparison of the two sets of sentences shows that the possessive affixes are shortened when they occur with kinship terms. In the second and third person forms of the singular /i/ is lost. The first person form -*iu* is reduced to Ø. In the second and third person forms of the plural /n/ is lost. These changes occur only if the noun is a kinship term. If the noun may be used with a more general meaning, the full forms of the possessives are used.

baba-iu => baba		"my father"	
baba-is => baba-s		"his father"	
*tamt*ut*	"woman"	*tamt*ut-iu*	"my wife"
argaz	"man"	*argaz-im*	"your husband"
ar:au	"children"	*ar:au-is*	"his sons"

It is important to observe the modification of kinship terms ending in /a/ when they occur before plural possessives. In those cases /t/ is added to the stem:

babat-nγ	"our father; our fathers"

im:at-un	"your mother; your mothers"

These two examples illustrate another feature of the kinship terms; nouns such as *baba* and *im:a* have no plural forms.

III In the verbal sentences of this section all of the subject markers are given. These affixes are used with verb stems to indicate the performer of an action. The complete set is:

		Singular	Plural
1st		________-γ	n-________
2nd	m.	t-________-d*	t-________-m
	f.	t-________-d*	t-________-mt
3rd	m.	i-________	________-n
	f.	t-________	________-t

There is a gender distinction only in the third person singular and in the second and third persons of the plural. /t/ is characteristically used as a feminine marker. Notice that the change from singular to plural is reflected not only in a change of form but also a change of position for the first and third person markers: singular suffix becomes plural prefix, and singular prefix becomes plural suffix.

IV The independent pronouns and the affixed pronominal forms used after prepositions and after nouns are illustrated in this section.

There is a great deal of similarity between the forms used after prepositions and those used as possessives after nouns, and the two sets are obviously related.

Narrative

t*am fš:r i-na sal:amu 'likum. rb:i ad-ig: lbarak:a.

im:a-s n-k'u t-k*im sufl-uk*si.

g:ma-s i-k*im g:-txamt-ihin luaḥid m:i-s n-k'u. m:i-s damzian.

tamt*ut-is t-ruḥ γr-lḥmam.

t-ruḥ luaḥid il:i-s d:-xalti-s n-k'u.

mnb'd ad-ruḥ-nt γr-sinima.

argaz-ihin dxali-s.

i-xd:m g:-tbḥirt-nsn.

lxalat xd:m-nt g:-uxam.

g:tmurt n-t*am fš:r t:ḥibi-n lk*ahua n-lk*bail.

t*am fš:r i-t:ḥibi lk*ahua.

k'u dayn i-t:ḥibi lk*ahua.

t*am fš:r luaḥid k'u kšm-n zdaxl uuxam. k*im-n zat n-lmid:a.

UNIT III

aui	carry
ad-aui-γ	I will carry
daγn	also; too
ad-aui-γ latai daγn?	Shall I bring tea also?
amd:ak:l	friend (masc.)
amd:ak:l-nγ	our friend
i-s:s	he drinks
ur-i-s:s-ara	he doesn't drink; he won't drink
ur-i-s:s-ara latai	he doesn't/won't drink tea
al:a. amd:ak:l-nγ ur-i-s:s-ara latai.	No, our friend doesn't drink tea.
i-t:ḥibi lk*ahua	he likes coffee
lk*bail	Kabyles
am-lk*bail	like the Kabyles; as the Kabyles (do)
i-t:ḥibi lk*ahua am-lk*bail.	He likes coffee, like the Kabyles.
lal:a	Miss; Madam; (title before first name)
t:ruḥ	go; always go; usually go
t-t:ruḥ-d*	you go
lžam'	mosque; school
γr-lžam'	to the mosque; to school
a-lal:a 'iša / t-t:ruḥ-d* γr-lžam?	Miss Aicha, do you go to school?
iih	yes
asg*as	year
'di	pass

i-'d:a-n	which passed; who passed
asg*as i-'da-n	last year
ruḥ-γ	I went
iih. asg*as i-'d:a-n ruḥ-γ.	Yes, I went last year.
bsḥ	but
asg*as-ag:i	this year
ur-t:ruḥ-γ-ara	I don't go; I won't go
bsḥ asg*as-ag:i ur-t:ruḥ-γ-ara.	But this year I don't go.
i-b'd	he is far away
at*as	much; a lot
lžam' / i-b'd at*as f-uxam?	The school-- is it far from the house?
al:a. ur-i-b'id-ara.	No, it's not far away.
sdfir	behind
sdfir n-sinima	behind the theater
ha-t-an sdfir n-sinima.	There it is behind the theater.
taḥanut:	store; shop
zat n-tḥanut:	near the shop
zat n-tḥanut:	Near Uncle Ali's shop.
s*baḥ	morning
s*baḥ-ag:i	this morning
zr*i-γ	I saw
at*as n-luašul	many children
s*baḥ-ag:i zr*i-γ at*as n-luašul.	This morning I saw a lot of children
k*im	sit
k*im-n	they sat

zat n-tḥanut:	near the shop
k*im-n zat n-tḥanut:.	They were sitting near the shop.
ahat	maybe; perhaps
t:ruḥ-n γr-lžam'	they go to school
ahat t:ruḥ-n γr-lžam'.	Perhaps they go to school.
na-n	they said
na-n-ii	they said to me
na-n-ii-d:	they said to me (here)
lxir	pleasure; goodness
s*baḥ lxir	good morning (greeting)
na-n-ii-d: / s*baḥ lxir.	They said, "Good morning," to me.
rnu	add
ad-t-rnu-d*	you will add
a-si t*am / ad-t-rnu-d* lk*ahua?	Tom, will you have more coffee?
iih. dl'al-it:	Yes, it's good.
ḥub-γ	I like
ḥub-γ-t:	I like her / it
ḥub-γ-t: at*as.	I like it very much.
ak*žun	dog
ak*žun-ihin	that dog
sdau	under
sdau uuk*rsi	under the chair
mnhu	who (interrogative)
mnhu-t	Who (is) he
n-mnhu-t	Whose (is) he

ak*žun-ihin sdau uuk*rsi / n-mnhu-t?	That dog under the chiar, whose is he?
ak*žun-nγ	our dog
dak*žun-nγ.	(He)'s our dog.
ism-is t*aiu.	His name is Tayo.
t-uγi-m	you (masc., pl.) bought
t-uγi-m-t	you bought him
dag:i	here
g:-lk*bail	among the Kabyles; in Kabylie
t-uγi-m-t dag:i g:-lk*bail?	Did you buy him here in Kabylie?
n-uγa	we bought
ur-n-uγi-ara	we didn't buy
ur-t-n-uγi-ara	we didn't buy him
al:a. ur-t-n-uγi-ara.	No, we didn't buy him.
n-ufa	we found
n-ufa-t	we found him
zdaxl	inside
t*abuat	box
zat uuxam-nγ	near our house
n-ufa-t zdaxl iun n-t*buat zat uuxam-nγ.	

Dialogue

A. ad-aui-γ latai daγn?

K.A. al:a. amd:ak:l-nγ ur-i-s:s-ara latai. i-t:ḥibi lk*ahua. am-lk*bail.

T.F. a-lal:a 'iša / t-t:ruḥ-d* γr-lžam'?

A. iih. asg*as i-'d:a-n ruḥ-γ. bsḥ asg*as-ag:i ur-t:ruḥ-γ-ara.

T.F. lžam' / i-b'd at*as f-uxam?

A. al:a. ur-i-b'id-ara. ha-t-an sdfir n-sinima. zat n-tḥanut: n'ami 'li.

T.F. s*baḥ-ag:i zr*i-γ at*as n-luašul. k*im-n zat n-tḥanut:. ahat t:ruḥ-n γr-lžam'. na-n-ii-d: / s*baḥ lxir.

K.A. a-si t*am / ad-t-rnu-d* lk*ahua?

T.F. iih. dl'ali-t:. ḥub-γ-t: at*as. ak*žun-ihin sdau uuk*rsi / n-mnhu-t?

K.A. dak*žun-nγ. ism-is t*aiu.

T.F. t-uγi-mt dag:i g:lk*bail?

K.A. al:a. ur-t-n-uγi-ara. n-ufa-t zdaxl iun n-t*buat zat uuxam-nγ.

Questions

1. 'iša t-uui-d: latai?
2. t*am fš:r i-s:s latai?
3. t*am fš:r i-t:ḥibi lk*ahua?
4. 'iša t-t:ruḥ γr-lžam?
5. lžam' i-b'd f-uxam?
6. lžam' zdaxl n-sinima?
7. tahanut: zat n-lžam' / n-mnhu-t:?
8. s*baḥ-ag:i t*am fš:r i-zr*a at*as n-luašul?
9. ašu-s-na-n?
10. sdau uuk*rsi i-la uk*žun niγ umšiš?
11. amik ism-is uuk*žun n-k'u?
12. k'u i-uγa ak*žun-is?
13. aida-t-i-ufa?
14. k'u γur-s amšiš?
15. t*am fš:r γur-s ak*žun?

Notes

I Syntax

One of the basic types of interrogative sentences is that in which tone alone serves as the question marker. The first sentence of the dialogue is an illustration of this type. If the sentence is spoken with a drop in tone at the end, it is an assertion:

ad-aui-γ latai dayn	"I'll bring tea also."

With a rising tone, however, it functions as a question to which the answer will be either iih "yes" or al:a "no":

ad-aui-γ latai dayn?	"Shall I bring tea also?"

Several sentences are found in which the initial constituent is a particle or a noun phrase functioning as an adverb. It is important to review the sentences that have occurred in the texts to determine which constituents may occur at the beginning of a sentence.

In nominal sentences, a noun or noun phrase is the initial constituent. In verbal sentences, the initial constituent may be the verb itself or the noun that functions as an extension of the subject marker. In either the nominal or verbal sentence particles such as bṣh "but"; ahat "perhaps"; or u "and" may be placed at the beginning of the sentence. Furthermore, an interrogative form is usually the initial constituent of the sentence in which it occurs. It is only when special emphasis is desired that the pattern of the interrogative sentence is altered to permit the occurrence of another constituent at the beginning. This fact provides an important clue for determining the rules of word order. The element to be emphasized occupies the initial position in the sentence. There is a difference, then, between:

(1) zr*i-γ luašul s*baḥ -ag:i. and

(2) s*baḥ-agi:i zr*i-γ luašul.

In the first sentence, emphasis is placed on the act of seeing by the speaker with the time receiving less attention. In the second sentence, it is the time that is stressed. The English equivalents may be presented as:

(1) "I saw the children this morning," and

(2) "It was this morning that I saw the children."

When the first constituent of the sentence is a verb, a noun that functions as an extension of the subject marker in a verbal sentence, a noun that is the first constituent of a nominal sentence, a particle, or a phrase consisting of preposition and noun that may be replaced by a particle, no changes in the forms of other constituents in the sentence are necessary.

II Morphology

Noun Stems

It has been indicated above (Unit I) that when the noun stem begins with /a/ and does not occur at the beginning of a phrase, there is a special form for the noun in which the /a/ is changed to /u/. It is also true that if the noun is a feminine noun that contains the feminine marker t...t, the vowel that follows the first /t/ is dropped when the noun is not the initial constituent of a phrase. In this unit, we find another change that must be noted. The prepositional prefix n- (usually translated as "of") is used to show close relationship between the noun to which it is attached and the noun immediately preceding it. This relationship may be an expression of possession or modification. In oonversation, when this affix occurs before a noun beginning with /a/, the initial vowel of the noun is changed to /u/ according to the rules. An additional change also occurs; the prefix n- is changed to u-:

m:i-s n-urgaz => m:i-s uurgaz "the man's son"

axam n-uk*baili => axam uuk*baili "the Kabyle's house"

This change of n- to a vowel may take place whenever the prefix occurs before a noun beginning with a vowel:

m:i-s n-im:a => m:i-s iim:a "my mother's son"

axam n-irgazn => axam iirgazn "the men's houses".

(Note: The change of n- to i is less frequent with plural nouns than with nouns in which the /i/ is a part of the basic stem.)

m:i-s n-ultma => m:i-s uultma "my sister's son"

Verb Stems

In the dialogue for this unit, there are several sentences in which the negative affix is used with verbs. It is important to note that the form of the verb stem that occurs with the negative affix is not always the same as that which occurs when the negative affix is not used. When the verb stem is perfect, i.e., when there is no tense-aspect prefix used, the final vowel of the verb stem may be changed to /i/ to form a negative stem:

n-uγa	"we bought"	ur-n-uγi-ara	"we didn't buy"
n-ufa	"we found"	ur-n-ufi-ara	"we didn't find"

This change is found throughout the paradigm with all subject markers:

i-uγa	"he bought"	ur-i-uγi-ara	"he didn't buy"
ufa-n	"they found"	ur-ufi-n-ara	"they didn't find."

In some verb stems there is no vowel: i-b'd "he is far away." For many of these verbs, the negative stem is formed by inserting the vowel /i/ before the final consonant: ur-i-b'id-ara "he is not far away." Another example of this type of verb is xdm: i-xdm "he worked"; ur-i-xdim-ara "he didn't work."

It is important to remember that this negative stem is related to the perfect stem. In other words, sentences in which the negative stem of a verb is used are negative statements about the factual nature of an event; they are not statements about incomplete actions or proposed activities.

Affixes

In addition to the prepositional affixes that consist of a prefix attached directly to the noun, there are a number of compound prepositional affixes which consist of a word followed by the prepositional affix n- which is attached to the noun. Almost all of the affixes of this class are prepositions expressing spatial relationships:

sdfir n-sinima	"behind the theater"
zat n-thanut:	"near the shop."

The rules governing the change of initial vowels in nouns are applied when these compound prepositions are used just as they are when simple prepositional affixes are used:

zat n-uxam => zat uuxam	"near the house"
sdfir n-urgaz => sdfir uurgaz	"behind the man."

One of the important verb affixes is the negative marker. This affix consists of a prefix, ur-, and a suffix, -ara. When the negative marker is used, the prefix ur- precedes other affixes that occur with the verb stem:

i-b'd	"he is far away"	ur-i-b'id-ara	"he isn't far away"
t-ruḥ	"she went"	ur-t-ruḥ-ara	"she didn't go."

The suffix -ara follows any other affixes attached to the verb stem:

ruḥ-n	"they went"	ur-ruḥ-n-ara	"they didn't go
t-k*im-d*	"you sat down"	ur-t-k*im-d*ara	"you didn't sit down."

It is important to remember that the affixes before which ur occurs are not always subject affixes. In the dialogue for this unit there is the verb form n-ufa-t "we found him." The subject marker in this verb phrase is the prefix n-. The suffix -t is the direct object affix, third person, singular, masculine. When the negative affix ur-...-ara is added to the verb form, the result is: ur-t-n-ufi-ara. The negative marker ur-...-ara surrounds the rest of the verb form. In addition, the object affix is moved from its position as suffix in the affirmative form to a new position as prefix preceding the subject marker in the negative form. As a general rule we may say that the prefix ur- is the first element of the verb sequence with which it occurs and -ara is the final constituent. Furthermore, any affix, except a subject marker, that occurs as a suffix will become a prefix when the negative marker is added to the verb form.

III Phonology

An important phonological process takes place when the negative forms of the verbs are used in conversation. Although the final vowel of the verb stem is usually /i/ as we have noted above, the fact that the negative affix includes a suffix that begins with the vowel /a/ may affect the form. Usually the /i/ of the verb stem is dropped when it occurs immediately before the suffix -ara. This may lead to confusion unless the process is remembered.

ur-i-ufi-ara => ur-i-uf-ara	"he didn't find"
ur-i-uγi-ara => ur-i-uγ-ara	"he didn't buy"

If the subject markers for these verb forms are changed to plural, the final vowel of the verb stem does not occur immediately before -ara, and the vowel /i/ is used:

ur-ufi-n-ara	"they didn't find"
ur-uγi-n-ara	"they didn't buy."

Pattern Drill

I

(kci)	
t-zr*i-d* 'ami-s n-k'u?	al:a. ur-zr*i-γ-ara 'ami-s n-k'u.
(nk:i)	
zr*i-γ xali-s n-brahmi?	al:a. ur-t-zr*i-d*ara xali-s n-brahmi.
(nt:a)	
i-zr*a baba-s n-'iša?	al:a. ur-i-zr*i-ara baba-s n-'iša.
(nt:at)	
t-zr*a im:a-s n-amina?	al:a. ur-t-zr*i-ara im:a-s n-amina.
(kunui)	
t-zr*a-m g:ma-s uuk*baili?	al:a. ur-n-zr*i-ara g:ma-s uuk*baili.
(kunmti)	
t-zr*a-mt g:ma-s uuk*baili?	al:a. ur-n-zr*i-ara g:ma-s uuk*baili.
(nk:ni)	
n-zr*a ultma-s uumirik:ani?	al:a ur-t-zr*i-m-ara ultma-s uumirik:ani.
(nk:nti)	
n-zr*a argaz n-tmirik:anit:?	al:a. ur-t-zr*i-mt-ara argaz n-tmirik:anit:.
(nuhni)	
zr*a-n tamt*ut uufl:aḥ.	al:a. ur-zr*i-n-ara tamt*ut uufl:aḥ.

(nuhnti)

zr*a-nt ima-s uubnai?	al:a. ur-zr*i-nt-ara im:a-s uubnai.

II

aida t-uγi-d* ak*žun?	ur-uγi-γ-ara ak*žun.
aida uγi-γ amšiš?	ur-t-uγi-d*ara amšiš.
aida i-uγa aγiul?	ur-i-uγi-ara aγiul.
aida t-uγa asr:d:un?	ur-t-uγi-ara asr:d:un.
aida t-uγa-m ik*žan?	ur-n-uγi-ara ik*žan.
aida n-uγa imšaš?	urt-uγi-m-ara imšaš.
aida uγa-n iγial?	ur-uγi-n-ara iγial.

aida uγa-nt isr:d:ian?	
	ur-uγi-nt-ara isr:d:ian.

III A. Supply the answer:

aida amd:ak:l-ik?	(g:-; axam-iu) amd:ak:l-iu g:-uxam-iu.
an-si amd:ak:l-im?	(si-; tiziuzu) amd:ak:l-iu si-tiziuzu.
aida axam-is?	(sdfir n-; n-lžam') axam-is sdfir n-lžam'.
aida lžnan?	(sdfir n-; axam) lžnan sdfir uuxam.
aida ak*žun?	(zdaxl n-; taḥanut:) ak*žun zdaxl n-tḥanut:.
aida amšiš?	(sufl n-; ak*rsi) amšiš sufl uuk*rsi.
aida tbḥirt?	(zat n-; axam-is? tibḥirt zat uuxam-is.
bgait / aida-t:?	(g:-; ljazaiir) bgait g:-ljazaiir.
tamt*ut-ag:i / an-si-t:?	(si-; lamirik:) nt:at si-lamirik:.
taḥanut:-is / aida-t:?	(zat n-; sinima) taḥanut:-is zat n-sinima.

B. Supply the questions:

aida t-ufi-d* lk*ahua?	(zdaxl n-; taḥanut:) ufi-γ lk*ahua zdaxl n-taḥanut:.
aida i-k*im 'amm-k?	(sufl n-; ak*rsi) 'ami i-k*im sufl uuk*rsi.
i-b'd f-uxam?	(f-; axam) iih. i-b'd f-uxam.
aida i-k*im uk*žun?	(sdau n-; t*abla) akžun i-k*im sdau n-t*bla.
aida γur-s axam?	(g:-; lk*bail) γur-s axam g:lk*bail.
an-si-t:?	(si-; tamurt-nγ) nt:at si-tmurt-nγ.
aida lxalat?	(zdaxl n-; lḥmam) lxalat zdaxl n-lḥmam.

Pattern Drill -- Notes

I

In this set of sentences, negative answers to questions are supplied. It is important in practicing these negative sentences to remember the negative stem of the verb; for although the vowel /i/ is not heard when it occurs immediately before -ara, it is heard when a suffixed subject marker follows it. It is also clearat this point that there is some correspondence between the perfect stem of certain verbs and the negative stems. With the first and second person subject markers in the singular (and for some dialects in the plural) the final vowel of the perfect stem is /i/ just as it is in the negative stem. With the third person subject marker, the final vowel of the perfect stem for these verbs is /a/. A general rule which covers a large number of verbs is: If the final vowel of the perfect stem alternates between /i/ and /a/, that vowel will be changed to /i/ to form the negative stem.

II

For this set of sentences, negative answers are to be supplied. The questions are different from those in the first group because they do not required "yes/no" answers. To check your proficiency cover the page with a piece of paper so that only the first question is showing; read each question; supply the negative answer; then move your paper only far enough to uncover the answer to the question you have just read. If the answer you gave was different from the one printed, read the question again and repeat the correct answer. If your answer was the same as the printed one, move the paper down to uncover the next question. Do not move your paper until you have repeated the correct answer immediately after having said the question.

Narrative

'iša ad-t-aui lk*ahua.

t*am fš:r ad-i-su lk*ahua.

ur-i s:s-ara latai.

nt:a i-t:ḥibi lk*ahua am-lk*bail.

'iša t-la t-t:ruḥ γr-lžam' asg*as i-'d:a-n.

lžam' ur-i-b'id-ara f-uxam-nsn.

nt:a zat n-suk*.

s*baḥ-ag:i t*am fš:r i-zr*a luašul.

luašul na-n-as / s*baḥ lxir.

ahat t:ruḥ-n γr-lžam'.

k'u / γur-s ak*žun.

ism-is t*aiu.

k'u i-na i-t*am fš:r ur-n-uγi-ara akžun.

ufa-n-t zdaxl n-t*buat.

Unit IV

t-bγi-d* ad-n-ruḥ	you want us to go
ad-n-zur* lmlk-iu s*baḥ-ag:i	we will visit; we will look around my farm this morning
a-si t*am / t-bγi-d* ad-n-ruḥ ad-n-zur* lmlk-iu s*baḥ-ag:i.	Tom, do you want (us) to go to look around my farm this morning?
ur-n-zr*i-ara	we did not see
ur-t-n-zr*i-ara	we did not see (him)
i-lkl	all together
ur-t-n-zr*i-ara i-lkl.	We didn't see it all.
g:-l'naia-k	please; thank you
iih. g:-l'naia-k.	Yes, thank you.
ad-t:ḥibi-γ at*as	I will like very much
ad-zur*-γ	I will visit
lxla	farm
nk:i / ad-t:ḥibi-γ at*as ad-zur*-γ lxla.	I'd like to look around the farm very much.
ha-t:a tbḥirt-nγ.	This is our garden.
asg*as-ag:i	this year
z*u	plant; sow
z*i-γ	I planted

iflfl	peppers (coll.)
t*umat*iš	tomatoes (coll.)
lbs*l	onion (coll.)
asg*as-ag:i z*i-γ iflfl d:-t*umat*iš d:-lbsl.	This year I planted peppers, tomatoes, and onions.
ur-z*i-γ-ara	I didn't plant
taxsait	squash
ur-z*i-γ-ara taxsait.	I didn't plant squash.
asg*as i-'d:a-n	last year
z*i-γ-t:	I planted her
asg*as i-'d:a-n z*i-γ-t:.	Last year I planted it.
t:aui	always carry
t-t:aui-m	you (masc., pl.) carry
aman	water (pl.)
an-si-t-t:aui-m aman.	Where do you carry water from?
s'u	have; get
n-s'a	we have; we have gotten
lbir	well
n-s'a iun n-lbir	we have a well
n-s'a iun n-lbir zat uuxam-nγ.	We have a well near our house.

n-mnhu	whose
n-mnhu lžnan-ag:i.	Whose orchard is this?
dag:la-nγ.	It's ours.
cina	oranges (coll.)
lmandarin	mandarin oranges; tangerines (coll.)
lnjas	Anjou pears (coll.)
lk*ars*	lemons (coll.)
ha-ta-n cina d:-lmandarin d:-lnjas d:-lk*ars*.	There are the oranges, tangerines, pears, and lemons.
tak*ars*t	lemon; lemon tree
tik*ars*in	lemons; lemon trees (pl.)
ašḥal n-tk*ars*in	how many lemon trees
t-s'i-m	you have (masc.,pl., interrogative)
ašḥal n-tk*ars*in t-s'i-m.	How many lemon trees do you have?
s'i-γ	I have
iut n-tk*ars*t	one lemon (tree)
s'i-γ iut n-tk*ars*t	I have one lemon (tree)
lk*ars*-is	his/her lemons
s'i-γ iut n-tk*ars*t bsḥ lk*ars-is dl'ali-t.	I have one lemon tree, but its lemons are good.
mk*r	become large; grow
t-mγur	she has grown

t-mγur at*as.	It has grown a lot.
lžnan-ik	your orchard
amk*ran	large one (m.)
lžnan-ik damk*ran.	Your orchard is large.
ur-i-b'id-ara f-uxam.	It's not far from the house.
azmur	olives (coll.)
tazmurt	olive; olive tree
tizmurin	olives; olive trees
azmur-ihin / n-mnhu-t?	Those olives, whose are they?
n-xali	my uncle's
nt:a n-xali.	They're my uncle's.
i-s'a	he has
at*as n-tzmrin	a lot of olive trees
i-s'a at*as n-tzmrin.	He has a lot of olive trees.
kul tzmurt	each olive tree
fk	give
t-t:ak	she gives
at*as uuzmur	a lot of olives
u kul tzmurt t-t:ak at*as uuzmur.	And each olive tree bears a lot of olives.

Dialogue

K.A. a-si t*am / t-bγi-d* ad-n-ruḥ ad-n-zur* lmlk-iu s*baḥ-ag:i. ur-t-n-zr*i-ara i-lkl.

T.F. iih. g:-l'naia-k. nk:i / t:ḥibi-γ at*as ad-zur*-γ lxla.

K.A. ha-t:a tbḥirt-nγ. asg*as-ag:i z*i-γ iflfl d:-t*umat*iš d:-lbsl. ur-z*i-γ-ara taxsait. asg*as i-'d:a-n z*i-γ-t:.

T.F. an-si-t-t:aui-m aman.

K.A. n-s'a iun n-lbir zat uuxam-nγ.

T.F. n-mnhu lžnan-ag:i.

K.A. dag:la-nγ. ha-ta-n cina d:-lmandarin d:-lnjas d:lk*ars*.

T.F. ašḥal n-tk*ars*in t-s'i-m.

K.A. s'i-γ iut n-tk*ars*t bsḥ lk*ars*-is dl'ali-t. t-mγur at*as.

T.F. lžnan-ik damk*ran. ur-i-b'id-ara f-uxam. azmur-ihin / n-mnhu-t.

K.A. nt:a n-xali. i-s'a at*as n-tzmrin. u kul tzmurt t-t:ak at*as uuzmur.

Questions

1. ašu-i-na k'u i-t*am fš:r?

2. ašu-ara-i-zur*?

3. t*am fš:r / i-bγa ad-i-zur* lmlk n-k'u?

4. k'u /ašu i-z*a asg*as-ag:i?

5. k'u / i-z*a taxsait asg*as-ag:i?

6. k'u / i-z*a taxsait asg*as i-'d:a-n?

7. l'aila n-k'u / an-si-t:aui-n aman?

8. aida lbir?

9. n-mnhu lžnan zat n-lžnan n-k'u?

10. ašu zdaxl n-lžnan?

11. k'u / ašhal n-tk*ars*in i-s'a?

12. tak*ars*t n-k'u / dl'ali-t:?

13. lžnan n-k'u / i-b'd f-uxam-is?

14. lžnan n-k'u / damk*ran?

15. azmur zat n-lžnan n-k'u / n-mnhu-t?

Notes

I Syntax

A. In the first sentence of the dialogue in this unit, a new sentence pattern is introduced. After the verb *bγi* "want," another verb with the prefix *ad-* and subject marker is used. In addition, there is a noun phrase that seems to be the complement of this second verb. If we analyze the sentence carefully and consider other sentences in which *bγi* occurs, the following statements can be made:

1. *bγi* usually occurs with a complement that is a noun phrase:

*bγi lk*ahua.* "I want some coffee."

i-bγa aman. "He wants water."

2. The structure that follows *bγi* in this case can be used as an independent sentence:

ad-n-ruḥ ad-n-zur lmlk-iu.* "We shall go to visit my farm."

It is clear, then, that a complete sentence may function as a noun complement after verbs like *bγi*.

There are certain features of this sentence that should be noted if it is to be used as a model for constructing other sentences.

1. The sentence that functions as the complement of bγi is a verbal sentence.

a. The verb phrase of this second sentence is ad-n-ruḥ.

b. The prefix _ad_- is used.

c. The subject marker is not the same as the subject marker of _bγi_: _t_-bγi-d* ad-_n_-ruḥ

2. The complement in the verbal sentence that functions as a complement of _bγi_ is itself a verbal sentence.

a. The verb phrase is _ad-n-zur*_

b. The subject marker is the same as that of the verb immediately preceding it:

ad-_n_-ruḥ ad-_n_-zur*...

3. It is possible to have the subject marker of the second verb in the sentence the same as that of _bγi_:

_t_-bγi-_d_* ad-_t_-ruḥ-_d_* "you want to go."

4. When this change is made, the subject marker of the third verb must be changed:

_t_-bγi-_d_* ad-_t_-ruḥ-_d_* ad-_t_-zur*-_d_* "you want to go visit."

In other words, there are two classes of verbs which may have verbal sentences as complements. With the class that includes _bγi_ the subject marker of the verb in the complement sentence may be the same as that of the verb that precedes it, or it may be different. With the second class of verbs that includes _ruḥ_ the subject marker of the verb in the complement sentence must be the same as that of the verb that precedes it. In either case, the prefix *ad-* must be used before the verb in the complement sentence.

B. Although there are no definite or indefinite articles in Kabyle, a special class of noun stems exists which in some cases approximates the use of the indefinite article in English. These stems are classified as numerals or quantifiers, either definite (cardinal numbers) or indefinite (some, a lot of). Because they are nouns, the syntactic pattern in Kabyle requires an expression of close relationship between these stems and the noun stems following them. This relationship is indicated by the prepositional prefix *n-*:

iut n-tzmurt	"one olive (tree)"
*at*as n-luašul*	"a lot of children"
iun n-lbir	"one well."

Although phrases such as *iun n-lbir* are sometimes considered the equivalents of English phrases in which an indefinite article is used (*s'i-γ iun n-lbir* "I have a well"), one should remember that *iun* is basically a numeral. Its meaning, therefore, is not exactly the same as that of "a" or "an" in English, and the sentence *s'i-γ iun n-lbir* carries an implication that the speaker owns only one well, not many.

II Morphology

A. Verb Stems

In Unit II it was pointed out that verb stems are modified to enable the speaker to express his attitude to the factual nature of the event he is reporting. The possibilities are:

Accomplished fact -- Perfect stem

Denial of fact -- Negative stem

Fact not accomplished -- Imperfect stem

a. Action initiated - modified stem

b. Action Not Initiated - prefix ad- + imperfect stem.

In Unit III the negative stem, and its relation to the perfect stem, was discussed. Now we want to consider the imperfect stem.

It is clear that a command refers to something that is not a fact. Furthermore, action needed to make it a fact has not been started. In commands, then, we should expect to find the same verb stem that occurs with the prefix ad-. This is, in fact, the pattern that exists. The imperative form (singular) of a verb is the imperfect verb stem without subject markers:

ruḥ	"Go!"
ad-i-ruḥ	"he will go"
z*u	"Plant."
ad-z*u-γ	"I shall plant."

In the dialects of Kabyle with which we are concerned the imperfect stem must be modified for use in statements about initiated action.

The simplest modification is the addition of the prefix t; to the imperfect stem: ruḥ => t:ruḥ. The new stem is really an iterative stem, the basic meaning of which is repeated action. When the subject markers are added to this iterative form, the verb form has a meaning similar to that of the present or the present progressive tense in English:

i-t:ruḥ	"he goes; he is going"
n-t:aɣ	"we buy; we are buying."

Formation of the iterative stem may require internal modification. For some verb stems (especially those consisting of three consonants) this modification is a change of the second consonant to a fortis consonant:

xdm	"work"	xd:m	"be working"
fsr	"spread out"	fs:r	"be spreading out."

Another frequent change is the introduction of the vowel /a/ before the final consonant:

gn	"sleep"	gan	"be sleeping"
dl	"cover"	d:al	"be covering."

The last example illustrates the fact that more than one modification may take place in the formation of the iterative stem. Not only is the vowel /a/ inserted, but the initial consonant is made fortis. (This is probably the result of assimilation; for in some cases the prefix that marks the iterative is /t/ rather than /t:/.)

Finally, there are a few verbs in which the iterative is phonologically unlike the imperfect stem:

fk "give" t:ak "be giving"

The iterative stem may be used in simple affirmative statements when the subject markers are attached to it. If, in addition to the subject markers, the negative affix ur-...-ara is used with the iterative stem, the form may serve as the negative form of two verb forms:

i-t:ruḥ	"he goes"	ur-i-t:ruḥ-ara	"he doesn't go"
ad-i-ruḥ	"he will go"	ur-i-t:ruḥ-ara	"he won't go".

B. Noun Stems

1. The numerals have been classified as a special group of noun stems. Two of the features found in other noun stems can be found with numerals: gender and number. Of the definite numerals (cardinal numbers) only the first two are native Kabyle words; the others have been borrowed from Arabic. It is in the first two that the gender distinction is clearly marked:

iun uurgaz iat n-tmut'ut

sin iirgazn snat n-lxalat

Although the gender of nouns in this class may be changed, i.e., a masculine form may be changed to feminine when it occurs with a feminine noun, the number of the noun is fixed: iun is always singular; sin is always plural.

2. The gender of noun stems that refer to people or to large animals is determined by the sex of the referent:

argaz	"man" is masculine;
*tamt*ut*	"woman" is feminine.
aγiul	"donkey" is masculine and refers to the male of the species.
taγiult	"donkey" is feminine and refers only to the female.

For other nouns, gender may depend on other features. In this unit there are examples of the use of gender as a determiner of mass or individual nouns:

*lk*ars**	"lemon(s)" (collective)
*tak*ars*t*	"a lemon" (individual).

In the case of nouns that refer to fruits, the feminine form is also used to refer to the tree. Thus, *tak*ars*t* may mean either "a lemon" or "a lemon tree." Usually it is only the feminine form that can be made plural, and the plural form refers either to more than one fruit or more than one tree: *tik*ars*in* "lemons; lemon trees." Less frequently the masculine,collective form is made plural. When this change occurs, the reference is to types of fruit:

ifirs	"pears" (collective)
ifirsin	"types of pears."

C. Verb Affixes

The prefix ad- is added to the imperfect stem of verbs to yield a form that may be used in referring to uninitiated actions. As we have noted in the section on Syntax, these verb forms are also used in sentences that function as complements in verbal sentences. This affix must always occur at the beginning of the sequence of verb stem and subject markers (with or without object affixes). Because the negative prefix ur- must always be the first affix of a sequence in which it occurs, ad- can never occur with ur-. Furthermore, certain interrogative prefixes must always be placed at the beginning of verb sequences with which they are used. The occurrence of ad- is automatically ruled out, therefore, if such an affix occurs. The use of ad- is restricted, then, to affirmative, non-interrogative verb forms. There is no real change in the subject markers that occur with ad-. Apparent changes may be explained as the result of assimilation when ad- occurs before /n/ or /t/.

III Phonology

There are two important phonological changes that are characteristic of Kabyle. The first of these is frequently found when the prepositional prefix n- occurs before a noun stem beginning with a vowel. In such cases /n/ is changed to the same vowel with which the noun stem begins:

m:i-s n-urgaz => m:i-s uurgaz

m:i-s n-im:a => m:i-s iim:a

m:i-s n-ultma => m:i-s uultma.

An automatic change of /u/ to /b:/ takes place when one /u/ occurs before another. A similar change of /i/ to /g:/ takes place when one /i/ occurs before another. The phrases given above become:

m:i-s b:̈urgaz

m:i-s g:im:a

m:i-s bultma.

In certain dialects of Kabyle /b/ and /g/ are inter changeable between vowels if the second vowel is /u/. In some areas the word /tabhurt/ "door" may be pronounced as /tagurt/. This rule may be important in determining the meanings of words that may seem new. It is important to remember that the rule operates only within morphemes, not across morpheme boundaries.

Pattern Drill

I

(azmur)	s'i-γ tazmurt.	(tazmurt)
(ifirs)	t-s'i-d*__________.	(tifirst)
(lk*ars*)	i-s'a____________.	(tak*ars*t)
(abrk*uk*)	t-s'a____________.	(tabrk*uk*t)
(t:faḥ)	n-s'a____________.	(tat:faḥt)
(r*man)	t-s'a-m__________.	(tar*mant)
(xux)	t-s'a-mt_________.	(taxuxt)
(mšmaš)	s'a-n __________.	(tamšmašt)
(abkur)	s'a-nt___________.	(tabkurt)

II

(azmur)

tazmurt t-t:ak at*as uuzmur.	(uuzmur)

(abrk*uk*)

tabrk*uk*t t-t:ak at*as __________.

(uubrk*uk*)

(lk*ars*)

tak*ars*t t-t:ak at*as____________.

(n-lk*ars*)

(ifirs)

tifirst t-t:ak at*as_____________.

(iifirs)

(t:fah)

tat:faḥt t-t:ak at*as ____________.

(n-t:faḥ)

(xux)

taxuxt t-fka at*as________________.

(n-xux)

(mšmaš)

tamšmašt t-fka at*as ______________.

(n-mšmaš)

(cina)

γur-i cina si-____________________.

(tcinat)

(r*man)

γur-k r*man si-______________.

(tr*mant)

(abkur)

γur-s abkur si-__________________.

(tbkurt)

(axsai)

γur-nγ axsai si-________________.

(txsait)

(azmur)

γur-sn azmur si-________________.

(tzmurt)

III

lbsl g:-bhirt-iu dagla-u.

iflfl g:-tbhirt-nsn_____________.

(dagla-nsn)

akžun g:-uxam-nγ _______________.

(dagla-nγ)

tazmurt g:-lžnan-ik _____________.

(dagla-k)

γur-un azmur. nt:a _____________.

(dagla-un)

γur-m lbsl. nt:a _______________.

(dagla-m)

i-z*a t*umat*iš g:-tbhirt-is _________.

(dagla-s)

t-z*a-mt iflfl. nt:a ______________.

(dagla-unt)

IV

t-bγi-d* ad-t-ruḥ-d* γr-sinima?

iih. bγi-γ ad-ruh-γ γr-sinima.

al:a ur-bγi-γ-ara ad-ruḥ-γ γr-sinima.

i-bγa ad-i-z*u iflfl?

iih. i-bγa__________iflfl.
ad-i-z*u

al:a. ur-ibγi-ara __________ iflfl.
ad-i-z*u

t-bγa ad-t-zur* lmlk?

iih t-bγa __________ lmlk.
ad-t-zur*

al:a. ur-t-bγi-ara __________ lmlk.
ad-t-zur*

bγa-n ad-af-n ad*žun?

iih. bγa-n __________ ak*žun.
ad-af-n

al:a. ur-bγi-n-ara __________akžun.
ad-ruḥ-nt

bγa-nt ad-ruḥ-nt γr-lžam'?

iih. bγa-nt __________ γr-lžam'.
ad-ruḥ-nt

al:a. ur-bγi-nt-ara __________γr-lžam'.
ad-ruḥ-nt

Pattern Drill -- Notes

I This first group of sentences illustrates the rule of gender stated in the section on morphology. In each case the masculine noun is the collective. The sentence in which the feminine noun is used is ambiguous. š'i-γ tazmurt may mean either "I have an olive" or "I have an olive tree."

II In this group of sentences, the same relationship between masculine and feminine forms exists that was described for I. Notice the forms of the prepositional prefix n- before the masculine nouns.

III These sentences illustrate the use of dagla- which functions as a complement when the possessive pronominal affixes are attached. The sequence may be analyzed as complement marker d + agla-. The singular possessive affixes lose the vowel that is characteristic of them when they occur after nouns (other than kinship terms). The sequence of dagla- + possessive is equivalent to the English "is + possessive pronoun."

IV In these sentences, verbal sentences are used as complements of the verb bγi. In all cases the subject marker of the two verbs is identical. Notice that the negative form of these sentences is obtained by adding the negative marker to bγi not to the verb in the complementary sentence.

Narrative

k'u i-na i-t*am fš:r / ial:ah.

ad-n-zur* lmlk-iu.

t*am fš:r i-bγa ad-i-zur* lmlk-is.

asg*as-ag:i k'u i-z*a t*umat*is d:-iflf d:-lbsl.

bsḥ ur-i-z*i-ara taxsait.

i-s'a iun n-lbir.

i-t:aui aman si-lbir.

lbir zat uuxam-is.

i-s'a lžnan.

u g:-lžnan-is i-la lmandarin d:-lnjas.

i-na-ias i-t*am fš:r / i-s'a iut n-tk*ars*t.

bsḥ dl'al-it:.

t-t:ak at*as n-lk*ars*.

xali-s n-k'u i-s'a at*as n-tzmrin.

lmlk n-k'u damk*ran damk*ran.

Unit V

lmal	animals; livestock (coll.)
lmal-ihin / n-mnhu-t.	Whose animals are those?
ikr;i	sheep (sing.)
ikrarn	sheep (pl.)
zat n-tzmurt	near the olive tree
dag:la-nγ	ours
ikrarn zat n-tzmurt dag:la-nγ.	The sheep near the olive tree are ours.
abrkan	dark; black; brown
ikr:i-ihin abrkan	that black sheep
sdfir n-sžra	behind the tree
fl-as	on him; on her
ts'a snin	nine years
ikr:i-ihin abrkan sdfir n-sžra	that black sheep behind the tree
fl-as ts'a snin	he's nine years old
ikr*i-ihin abrkan sdfir n-sžra/ fl-as ts'a snin.	That black sheep behind the tree is nine years old.
mbruk:	black one
ism-is mbruk:.	His name is Blackie.
t*aγat*	goat (fem.,sing.)
t*iγt*n	goats
ui-la-n	which are they
u t*iγt*n-ihin / ui-la-n.	And those goats, whose are they?
snat	two (fem.)
snat n-t*γt*n	two goats

snat n-t*γt*n dag:la-u.	Two goats are mine.
iut	one (fem.)
iut n-t*γat*	one goat
iut n-t*γat* n-xali.	One goat is my uncle's.
sb'a	seven
sb'a n-t*γt*n	seven goats
sb'a n-t*γt*n n-'ami.	Seven goats are my uncle's.
t*iγt*n n-l'aila.	the family's goats
i-lkl dag:i	all together here
t*iγt*n n-l'aila i-lkl dag:i.	The family's goats are all together here.
ak*žun	dog (masc.)
ik*žan	dogs
zat-nsn	near them
ik*žan zat-nsn / ui-la-n.	The dogs near them, whose are they?
iun dak*žun-iu t*aiu.	One is my dog Tayo.
uait*	other (masc.,sing.)
sn	know
ur-sin-γ-ara	I don't know
ur-t-sin-γ-ara	I don't know him
uait* / ur-t-sin-γ-ara.	I don't know the other.
asr:d:un	mule (masc.)
isr:d:ian	mules
aγiul	donkey (masc.)
iγial	donkeys
ur-t-s'i-m-ara	you don't have

ur-t-s'i-m-ara isr:d:ian d:-iγial?	Don't you have mules and donkeys?
iun uusr:d:un	one mule
n-s'a iun uusr:d:un	we have one mule
iun uuγiul	one donkey
n-s'a iun uusr:d:un d:-iun uuγiul.	We have one mule and one donkey.
i-xd:m	he is working; he works
'ami i-xd:m	my uncle is working
d:id-sn	with them
as-ag:i	today
'ami i-xd:m d*id-sn as-ag:i.	My uncle is working with them today.
ur-s'i-γ-ara at*as	I don't have much
l:ah i-bark	God blesses
labas	nothing bad
ur-s'i-γ-ara at*as bsḥ l:ah i-bark / labas.	I don't have much, but thank God, it's all right.
tamurt	country
g:-tmurt-nγ	in our country
firma	farm
lfirmat	farms
n-s'a lfirmat	we have farms
tamziant	small (fem. sing.)
timzianin	small
g:-tmurt-nγ n-s'a lfirmat timzianin.	In our country we have small farms.
maši	not

maši	not
am-kunui	like you; as you (masc.,pl.)
ahat maši am-kunui.	Perhaps not as you (have).
g-tmurt-nγ	in our country
tamk*rant	large (fem.)
timk*ranin	large (fem., pl.)
lfirmat dtimk*ranin	the farms are large
iih. g:-tmurt-nγ lfirmat dtimk*ranin.	Yes, in our country the farms are large.
bsḥ n-s'a	but we have
atrak:tur	tractor
tamašint	machine
itrakt:urn d:-tmašinin	tractors and machines
bsḥ n-s'a itrak:turn d:-tmašinin.	But we have tractors and machines.
γur-un	to you (m., pl.); you have
axd:am	worker
ixd:amn	workers
γur-un ixd:amn at*as?	Do you have a lot of workers?
iun uuxd:am	one worker
s-utrak:tur	with a tractor
lxdma	work
i-xd:m lxdma	he does the work
mia	one hundred
mia iixd:amn	one hundred workers
al:a. iun uuxd:am s-utrak:tur i-xd:m lxdma n-mia iixd:amn.	No. One worker with a tractor does the work of a hundred workers.

Dialogue

T.F. lmal-ihin / n-mnhu-t.

K.A. ikrarn zat n-tzmurt dag:la-nγ. ikr:i-ihin abrkan sdfir n-sžra / fl-as ts'a snin. ism-is mbruk:.

T.F. u t*iγt*n-ihin / ui-la-n.

K.A. snat n-t*γ*n dag:la-u. iut n-t*γat* n-xali. sb'a n-t*γt*n n-'ami.

T.F. t*iγt*n n-l'aila i-lkl dag:i. ik*žan zat-nsn / ui-la-n.

K.A. iun dak*žun-iu t*aiu. uait* / ur-t-sin-γ-ara.

T.F. ur-t-s'i-m-ara isr:d:ian d:-iγial.

K.A. n-s'a iun uusr:d:un d:-iun uuγiul. 'ami i-xd:m d:id-sn as-ag:i. ur-s'i-γ-ara at*as. bsḥ l:ah i-bark / labas. g:-tmurt-nγ n-s'a lfirmat timzianin. maši am-kunui.

T.F. iih. g:-tmurt-nγ lfirmat dtimk*ranin. bsḥ n-s'a itrak:turn d:-tmašinin.

K.A. γur-un ixd:amn at*as.

T.F. al:a iun uuxd:am s-utrak:tur i-xd:m lxdma n-mia iixd:amn.

Questions

1. aida t*am fš:r luaḥid k'u?

2. ikrarn zat n-tzmurt / n-mnhu-t?

3. ašḥal g:-l'amr-is iikr:i abrkan?

4. amik ism-is ikr:i-n:i?

5. ašḥal n-t*γt*n i-s'a k'u?

6. ašḥal n-t*γt*n i-s'a 'ami-s?

7. la-n ik*žan zat lmal-n:i?

8. amik ism-is uuk*žun luaḥid t*aiu?

9. ašḥal isr:d:ian i-s'a k'u?

10. ašḥal iiγial i-s'a k'u?

11. ui-i-xd:m-n d:id-sn as-ag:i?

12. g:-tmurt n-k'u / lfirmat dtimk*ranin?

13. g:-tmurt n-t*am fš:r / lfirmat dtimk*ranin?

14. g:-lfirma n-k'u la-n itrak:turn?

15. g:lfirma n-t*am fš:r la-n itrak:turn?

Unit V Notes

I Syntax

A. Pronoun Complements in Verbal Sentences

In verbal sentences we have found that a phrase boundary exists between the verb phrase and the complement phrase. This is very clear if the complement is a noun that begins with /a/. Many such nouns have different forms for initial and non-initial positions in a phrase:

argaz i-xd:m.

i-xd:m urgaz.

argaz i-uγa axam.

i-uγa urgaz axam.

In the last two sentences, the first /a/ of axam is unchanged, but the first /a/ of argaz becomes /u/ when the noun is moved from its position at the beginning of the sentence to a new position after the verb. We assume that there is some similarity between the position of axam and the position of argaz at the beginning of the sentence since both begin with /a/. Clearly, axam is not at the beginning of a sentence; but we can consider it the first word of a new phrase. Our sentences can be divided as follows:

argaz i-uγa	axam
Phrase I	Phrase II
i-uγa-urgaz	axam
Phrase I	Phrase II

The noun of the first phrase can be replaced by a pronoun:

nt:a i-uɣa axam.

If we wish to replace the noun of the complement phrase by a pronoun, we find that the independent pronoun cannot be used. A special affix -t must be used. This affix, which must be attached to the verb, belongs to a special set of pronominal affixes that can be used to replace noun complements in verbal sentences. The forms of the members of this set will be discussed in the section on Morphology below. Here we are concerned only with the positions that these forms may occupy in an utterance.

First of all, it is important to note that these affixes can replace only nouns that function as direct objects, i.e., nouns that are used as complements without prepositions preceding them. Secondly, because these pronouns are affixes, they must be attached to a stem. In many verbal sentences, there is no noun stem within the verb phrase, so the affixes are attached to the verb itself. The exact position depends on a number of factors, chief of which is the number and type of other affixes occurring with the verb stem.

If the verb form consists only of the verb stem itself and a subject marker, the object affix is placed at the end of the sequence, that is after the stem and after the subject marker if that marker is a suffix:

argaz i-uɣa axam. => argaz i-uɣa-t.

i-uɣa urgaz axam. => i-uɣa-t urgaz.

uɣa-n axam. => uɣa-n-t.

The examples illustrate the rule and also indicate that the occurrence of a noun within the verb phrase has no effect on the position of the object affix.

If the verb form consists of a verb stem, subject marker, and a tense-aspect marker such as ad- or ur-...-ara, the object affix must be placed before the verb stem and any prefixed subject marker, but after the tense-aspect marker.

argaz ad-i-aγ axam. => argaz ad-t-i-aγ.

argaz ur-i-uγi-ara axam. => argaz ur-t-i-uγi-ara.

Notice that the object affix is placed immediately before the stem if the subject marker is a suffix,

ur-uγi-n-ara axam. => ur-t-uγi-n-ara.

Many interrogatives function as affixes, and the object affixes usually precede the verb stem when they are used in interrogative sentences:

amik-i-uγa axam? => amik-t-i-uγa?

These are the general rules for the use of object affixes:

1. They are called affixes because they may occur either as prefixes or as suffixes.
2. When they occur in a verb form that consists only of verb stem and subject marker, they are used as suffixes placed after the verb stem.
3. When they occur in a verb form that has a prefixed tense-aspect marker, they are used as prefixes placed before the verb stem, but after the tense-aspect marker.
4. When they occur in a verb form that begins with an interrogative prefix, they are placed after the interrogative prefix, but before the verb stem.
5. The object affixes never occur between a verb stem and the subject marker.

B. Modifiers

In the Berber languages such as Kabyle, there are no adjectives.

Descriptive words like those used in this unit are nouns that have been formed from verb stems. These nouns are placed after the nouns that they modify and agree with them in gender and number:

(mk*r => amk*ran)	γur-s axam amk*ran.	"He has a big house."
(brk => abrkan)	i-zr*a ikr;i abrkan.	"He saw a black sheep."
	i-zr*a ikrarn ibrkann.	"He saw some black sheep."
	i-kšm γr-txamt tamk*rant.	"He entered the large room."

Although these descriptive words are placed after the nouns that they modify, they cannot be confused with complements because the complement marker d is not used with them. There is a difference between:

axam amk*ran	"the big house"

and

axam damk*ran.	"The house is big."

II Morphology

A. Direct Object Affixes

The direct object affixes that have been discussed in the preceding section are similar in form to the affixes that occur with prepositions. There are some distinctions, however. The complete set of object affixes is:

		Singular	Plural
1st person		ii	aγ
2nd person	masc.	k	kun
	fem.	m	kunt
3rd person	masc.	t	tn
	fem.	t:	tnt

Notice that there is a distinction in gender for both the second person and the third person forms. In some dialects, the vowel /i/ may be used before all of the affixes in this set that begin with consonants. This is especially true when the object affix occurs immediately after a consonant.

ufa-n- ak*žun => ufa-n-t or ufa-n-it.

The addition of this vowel serves not only to facilitate pronunciation but also to resolve ambiguities. In the example cited, the form ufa-n-t may be confused in conversation with ufa-nt "they (fem.) found." If /i/ is used before the object affix, however, ufa-n-it can mean only "they (m.) found him."

B. The Plural Affix

In several sentences we have encountered plural nouns, but we have not analyzed their forms. In many cases, it is easy to find a relationship between the singular form of the noun and its plural form; in other cases, however, the relationship is not so easily discernible. Just as we may say that the basic plural affix in English is -s, we may say that the basic form of the plural affix in Kabyle is i...n. Not all plural nouns in English end with -s, and not all plural nouns in Kabyle begin with /i/ and end with /n/.

Many masculine nouns that begin with /a/ and contain a second /a/ are made plural by the addition of i...n. It is important to remember that the /i/ of the plural affix must replace the first vowel of the stem to which it is added:

"man"	argaz	=>	irgazn	"men"
"house"	axam	=>	ixamn	"houses"

"worker" (m.)	axd:am	=>	ixd:amn	"workers"
"old man"	amγar	=>	imγarn	"old men."

Feminine nouns that have been formed from masculine nouns of this class by adding t...t are made plural by adding /i/ after the first /t/, dropping the last /t/ and adding /in/:

"room"	taxamt	=>	tixamin	"rooms"
"worker" (fem.)	taxd:amt	=>	tixd:amin	"workers"
"old woman"	tamγart	=>	timγarin	"old women."

A second type of plural formation requires the use of /i/ as a prefix with the change of the last vowel of the noun stem to /a/:

"donkey"	sγiul	=>	iγial	"donkeys"
"dog"	ak*žun	=>	ik*žan	"dogs"
"cat"	amšiš	=>	imšaš	"cats"

Feminine nouns formed from stems of this class have similar plurals:

"donkey"	taγiult	=>	tiγial	"donkeys"
"dogs"	tak*žunt	=>	tik*žan	"dogs"
"cat"	tamšišt	=>	timšaš	"cats"

In some cases, the plural form of a noun may seem to be the result of using a combination of the rules cited above:

"sheep"	ikr:i	=>	ikrarn	"sheep"

In other cases, the plural form may have no clear relation to the singular form:

"brother"	g:ma	=>	aitma	"my brothers"
"my sister"	ultma	=>	istma	"my sisters."

Sometimes, this lack of relationship in form is the result of using an Arabic form as the plural of a Kabyle singular:

"woman" (K.) tamt*ut => lxalat (A.) "women"

"year" (K.) asg*as => snin (A.) "years."

These basic rules cover a large number of nouns in Kabyle. It is necessary when learning new nouns to learn the plural forms; for it is not always possible to predict the plural form on the basis of the singular.

IV Phonology

To complete the description of the direct object affixes, it is necessary to examine the phonological changes that may occur when these affixes are used. These changes are not like those that occur when the subject markers are added to verb stems. The general rules in Supplement I (Pronunciation Drills) tell us that when a voiced consonant and a voiceless consonant occur next to each other within a word, a short vowel (ə) must be introduced:

ad-af-γ => (æðæfə̌γ) "I shall find."

The same rule is applied when identical consonants occur side by side within a word:

ad-aγ-γ => (æðæγə̌γ) "I shall buy."

This rule cannot be used when object affixes are involved. Instead, assimilation takes place:

ufi-γ-t => (ufɨxθ) "I found him"

ur-t-t-ufi-ara => (urt^{s}ufara) "she didn't find him."

The first example indicates clearly that it is the second consonant of the sequence that determines what changes are to be made. /t/ is voiceless, and /γ/ must be made voiceless to match it.

Another important phonological change takes place when the object affixes occur with the tense-aspect marker ad-. In such cases, the /d/

of *ad*- is lost, no matter what the object affix is:

ad-t-i-af => (æθiyæf) "he will find him"
ad-tn-i-af => (æθǐniyæf) "he will find them"
ad-m-zr-n* => (æmzə̌rən) "they will see you."

Pattern Drills

I

(argaz)	
_______________-ihin i-t:hibi lk*ahua.	argaz
(axd:am)	
i-xd:m_____________g:-tbḥirt-is.	uxd:am
(axam)	
lxalat xd:m-nt g:-________imk*rann.	ixamn
(argaz)	
_______________k*im-n zat n-lmid:a.	irgazn
(axd:am)	
i-bγa ad-i-af sin____________.	iixd:amn
(axam)	
______________n-lk*bail imziann.	ixamn
(atrak:tur)	
γur-sn at*as _____________.	iitrak:turn
(amk*ran)	
argaz-ihin d______________.	amk*ran
(amzian)	
luašul zat n-sžra ___________.	imziann
(argaz)	
______________ ruḥ-n γr-sinima.	irgazn

II

(aγiul)

i-uγa sin ______________. iiγial

(ak*žun)

_____________-ag:i / n-mnhu-t? ak*žun

(amšiš)

______________k*im-n sdau uuk*rsi. imšaš

(amk*ran)

aγiul d______________. amk*ran

(amzian)

isr:d:ian-is ____________. imziann

(amšiš)

________________-ihin / n-mnhu-tn? imšaš

(ak*žun)

n-ufa sin ____________. iik*žan

(abrkan)

ikrarn zat uuxam-ik ___________. ibrkann

(amk*ran)

iγial ___________xd:m-n at*as. imk*rann

(aγiul)

ak*žun zat __________dag:la-s. uuk*žun

III

(ifirs)

g:-tbḥirt-is ts'a __________. n-tfirsin

(abrk*uk*)

__________ t-t:ak at*as uubrk*uk*. tabrk*uk*

(r*man)

__________ timk*ranin dag:la-nɣ. tir*manin

(azmur)

__________ t:ak-nt at*as __________.

(azmur)

______________dtibrkanin.

(t:faḥ)

i-s'a sin __________. n-tt:faḥin

(lk*ars*)

i-bɣa ad-i-aɣ iut __________. n-tk*ars*t

(xux)

______________dtamziant. taxuxt

(t:faḥ)

n-uɣa ________. dl'ali-tnt tit:faḥin

(ifirs)

__________ i-lkl dag:la-u. tifirsin

IV

(tamt*ut)

______________ t:ruḥ-nt γr-lḥmam. ixalat

(t*aγat*)

_______________dtimzianin. t*iγt*n

(tibḥirt)

_______________dl'ali-t:. tibḥirt

(tak*ž nt)

aida t-ufi-d* snat __________-ag:i? n-tk*žan

(taγiult)

ad-ruḥ-n ad-aγn sb'a __________. n-tγial

(tamšišt)

__________n-k'u dtibrkanin. timšaš

(tamašint)

g:-tmurt-nγ γur-nγ at*as ________. n-tmašinin

(tibḥirt)

zr*i-γ ________n-k'u d:-'ami-s. tibḥirin

(ultma)

_______________ad-aui-nt aman si-tala. istma

(taxamt)

aṣ̌hal ___________g:-uxam-ik? n-txamin

V

t-ufi-d* amšiš-ik? iih. ____________.

ufi-γ-t

i-uγa tafirst? al:a. ____________

ur-t:-i-uγi-ara

t-bγi-d* t*iγt*n-ihin? al:a.____________

ur-tnt-bγi-γ-ara

t-t:aui 'iša lk*ahua? iih.____________

t-t:aui-t:

t-s'a-m lbir zat uuxam? iih. ____________

t-s'a-m-t

t-t:ḥibi-d* tit:faḥin? al:a.____________

ur-tnt-t:ḥibi-γ-ara

uγa-n ikrarn-ihin? al:a.____________.

ur-tn-uγi-n-ara

i-bna baba-k axam-nun? iih.____________.

i-bna-t

zr*a-nt lxalat luašul? al:a ____________.

ur-tn-zr*i-nt-ara

i-z*a taxsait? iih. ____________.

i-z*a-t?

V

ad-t-z*u-d* taxsait? iih.__________.

ad-t:-z*u-γ

ad-i-su lk*ahua? iih.__________.

ad-t:-i-su.

ad-aui-n luašul si-lžam'? al:a __________.

ur-tn-t:aui-n-ara

ad-n-**a**γ tizmurin? iih. __________.

ad-tnt-n-aγ.

ad-i-af ak*žun-is? al:a.__________.

ur-t-i-t:af-ara

ad-aγ-n ifirs? al:a.__________

ur-t-t:aγ-n-ara

ad-t-s'u-m tiγial? iih.__________

ad-tnt-n-s'u

ad-i-zr* tibḥirt-ik? iih.__________

ad-t:-i-zr*

ad-af-nt imšaš-nsnt? al:a.__________

ur-tn-t:af-nt-ara

ad-i-s'u lbir amk*ran iih.__________

ad-t-i-s'u.

Pattern Drills -- Notes

I In completing the sentences it is important to remember the basic rules for determining the forms of nouns:

1. Nouns that begin with /a/ usually change /a/ to /u/ when they occur in non-initial position within a phrase.
2. Many nouns that begin with /a/ form their plurals by adding the affix i...n. The prefix /i/ replaces the /a/ of the singular form. /n/ is added at the end of the stem. No internal changes are made.
3. The prepositional prefix n- usually changes its form when it occurs before a noun that begins with a vowel. Its form is usually the same as the vowel that follows it.

II In forming plurals of nouns that begin with /a/ and contain either /u/ or /i/ before the final consonant it is sometimes necessary to change the vowel /u/ or /i/ to /a/, drop the initial /a/ of the singular stem, and add the prefix /i/. Nouns that belong to this class do not have the suffix /n/ in the plural.

III The plurals of feminine nouns are formed in almost the same way that the plurals of the masculine nouns to which they correspond are formed. The chief differences are the position of the vowel /i/ in the plural and the use of /in/ as a suffix instead of /n/. The vowel /i/ replaces the /a/ of the singular form, and it is placed, of course, after the first /t/.

The final /t/ is dropped in the plural form. If the noun belongs to a class that requires a vowel change in the plural and no suffix, the change is made from /i/ or /u/ to /a/ and the final /t/ of the singular stem is dropped. It is important to remember that the first vowel of the plural form of a feminine noun is dropped when the noun occurs in a non-initial position within a phrase.

IV In using the direct object affixes remember that the forms of these affixes are determined by the gender and number of the nouns that they replace. Remember also that the position of the object affixes is determined by the other affixes that occur in the verb sequence. If there is a negative or an interrogative affix, the objects will be prefixes occurring after the negative or interrogative and before the subject marker. If there is no tense-aspect or interrogative prefix, the object affixes occur as suffixes after the stem and the subject marker. Remember too that assimilation takes place when these affixes occur next to consonants.

V After the tense-aspect marker ad-, the object affixes must be used as prefixes. They occur after ad- but before the subject markers. Their occurrence will affect the form of ad-, and the /d/ of that prefix will always be dropped in the pronunciation of these forms.

Narrative

ikrarn zat n-tzmurt n-k'u.

iun iikr:i fl-as ts'a snin.

ism-is mbruk:.

k'u i-s'a snat n-t*γt*n.

xali-s γur-s iut n-t*γat*.

ak*žun zat n-lmal ism-is t*aiu.

uait*-nin ur-i-sin-ara ism-is.

xali-s i-xd:m d:-uɛr:d:un d:uγiul.

k'u ur-i-s'i-ara at*as n-lmal.

lfirma-ins dtamziant.

lfirma n-t*am fš:r dtamk*rant.

g:-lfirma n-k'u ur-li-n-ara itrak:turn.

g:-lfirma n-lamirik: xd:m-n ixd:amn s-itrak:turn.

iun uuxd:am s-utrak:tur i-xd:m lxdma.

n-mia iixd:amn.

Unit VI

'i	become tired
t-*i-d*	you have become tired
ahat t-'i-t.	Perhaps you're tired.
t-bγi-d*	you want
ad-n-k*im	we will sit
azuḥ	a little
t-bγi-t ad-n-k*im azuḥ?	Would you like us to sit down a little?
'i-γ	I am tired
ur-'i-γ-ara	I am not tired.
al:a. ur-'i-γ-ara.	No, I'm not tired.
ḥmu	become hot
i-ḥma	he has become hot
lḥal	time; condition(s); weather
i-ḥma lḥal azuḥ.	It's a little warm.
tala	spring; brook
g:-tala-ihin	in (at) that brook
zmr	be able
n-zmr	we are able

ad-n-s:u	we will drink
g:tala-ihin n-zmr ad-n-s:u	at that brook we can drink
kra	some
kra uaman	some water
bsḥ g:l'naia-k	but please
bsḥ g:-l'naia-k g:-tala-ihin n-zmr ad-n-s:u kra uaman?	But, please, can we drink some water at that brook?
niḥk*	of course
aman	water
asmad*	cold(ness) (noun; masc.,sing.)
ismad*n	cold (noun; masc., pl.)
axir	goodness
laglas	ice
niḥk*. aman-is dismaḍ*n axir n-laglas.	Of course. Its water is colder than ice.
l'aila-inu	my family
ma-ara-i-li	whenever he is
ma-ara-i-li i-ḥma lḥal	whenever it's hot
t:aui-n-d:	they carry here; they bring
s-ag:i	from here
t:aui-n-d: aman s-ag:i	they bring water from here
l'aila-inu ma-ara-i-li i-ḥma lḥal t:aui-n-d: aman s-ag:i.	My family brings water from here when it gets hot.

s-uašu	with what; by means of what
t-t:aui-m	you (masc.,pl.) carry
s-uašu t-t:aui-m aman?	With what (how) do you carry the water?
taγiult	donkey (fem.)
tasr:d:unt	mule (fem.)
s-tγiult niγ s-tsr:d:unt	by donkey or by mule
n-t:aui-tn s-tγiult niγ s-tsr:dunt.	We carry it by donkey or mule.
ur-n-zmir-ara	we cannot
ad-n-ruš	we will water; we will irrigate
tibḥirin-nγ	our gardens
ur-n-zmir-ara ad-n-ruš tibḥirin-nγ	we cannot water our gardens
s-uaman n-tala	with spring water
bsḥ ur-n-zmir-ara ad-n-ruš tibḥirin-nγ s-uaman n-tala.	But we cannot water our gardens with spring water.
ai-uuk*	what time
ruš	irrigate
t:ruš	always irrigate
ai-uuk* t-t:ruš-m	when do you irrigate
ai-uuk* t-t:ruš-m tibḥirin-un?	When do you water your gardens?

l'ša	evening
kul l'ša	every evening
n-t:ruš tibḥirin	we water the gardens
n-t:ruš tibḥirin kul l'ša.	We water the gardens every evening.
γli	fall; go down
ma-ara-i-γli	when he goes down
it*iž	sun
ma-ara-i-γli it*iž.	When the sun goes down.
ur-n-t:ruš-ara	we do not irrigate
g:-zal	in the day
ur-n-t:ruš-ara g:-zal	we do not irrigate in the day
alaxat*r	because
it*iž i-s:s aman	the sun drinks water
ur-n-t:ruš-ara g:-zal alaxat*r it*iž i-s:s aman.	We don't water during the day because the sun dries up the water.
t-k:at	she strikes; she beats
lḥua	rain
t-k:at lḥua at*as	the rain falls a lot
t-k:at lḥua at*as g:-tmurt-nun?	Does the rain fall a lot in your country?
štua	winter
g:-štua	in the winter

adfl	snow
lḥua d:-udfl	rain and snow
n-s'a lḥua d:-udfl	we have rain and snow
iih. g:študa n-s'a lḥua d:udfl.	Yes, in the winter we have rain and snow.
s*if	summer
g:-s*if	in the summer
dunit	world
r'u	become dry; burn
dunit r'a	the earth is dry
bsḥ g:-s*if dunit r'a.	But in the summer the earth is dry.
saḥra	desert
am-g:-sḥra.	As in the desert.
amik g:-tmurt-ik.	How is it in your country?
tamurt-iu dtamk*rant.	My country is large.
adrar	hill
idrarn	hills
n-s'a idrarn.	We have hills.
lḥua t-k:at	the rain falls
k*rib	near
kul as	every day

lḥua t-k:at k*rib kul as.	The rain falls nearly every day.
imukan	places
am-dag:i	as here
n-s'a imukan am-dag:i γur-un.	we have places like (those) you have here.
n-s'a imukan	we have places
ḥma-n am-sḥra	they are hot like the desert
u n-s'a imukan ḥma-n am-sḥra.	And we have places as hot as the desert.
l:ah ia-rb:i l:ah.	Good heavens; My God!
tamurt-ik	your country
mk*r-t	she is large
at*as	a lot
tamurt-ik ahat mk*r-t at*as.	Your country must be very big.

Dialogue

K.A. ahat t-'i-d*. t-bγi-d* ad-n-k*im azuḥ?

T.F. al:a. ur-'i-γ-ara. i-hma lḥal azuh. bsḥ g:-l'naia-k
g:-tala-ihin n-zmr ad-n-s:u kra uaman?

K.A. niḥk*. aman-is dismad*n axir n-laglas. l'aila-inu
ma-ara-i-li i-ḥma lḥal t*aui-n-d: aman s-ag:i.

T.F. s-uašu t-t:aui-m aman?

K.A. n-t:aui-tn s-tγiult niγ s-tsr:d:unt. bsḥ ur-n-zmir-ara
ad-n-ruš tibḥirin-nγ s-uaman n-tala.

T.F. ai-uuk* t-t:ruš-m tibhirin-un?

K.A. n-t:ruš tibḥirin kul l'ša. ma-ara-i-γli it*iž.
ur-n-t:ruš-ara g:-zal alaxat*r it*iž i-s:s aman.

T.F. t-k:at lḥua at*as g:-tmurt-nun?

K.A. iih. g:-štua n-s'a lḥua d:-udfl.
bsḥ g:-s*if dunit r'a am-g:-sḥra. amik g:-tmurt-ik?

T.F. tamurt-iu dtamk*rant. n-s'a idrarn / lḥua t-k:at k*rib
kul as. n-s'a imukan am-dag:i γur-un. u n-s'a imukan
ḥma-n am-sḥra.

K.A. l:ah ia-rb:i l:ah. tamurt-ik ahat mk*r-t at*as.

Questions

1. t*am fš:r i-'ia?

2. k'u i-'ia?

3. i-uašu t*am fš:r i-bγa ad-i-ruḥ γr-tala?

4. aman n-tala-n:i / ḥma-n?

5. mnhu-i-i-t:aui-n aman si-tala?

6. s-uašu l'aila n-k'u t:aui-n aman?

7. k'u i-t:ruš tibḥirt-is s-uaman n-tala?

8. s-uašu k'u i-t:ruš tibḥirt-is?

9. i-t:ruš g:-zal?

10. i-uašu ur-i-t:ruš-ara g:-zal?

11. t-k:at lḥua at*as g:-lk*bail?

12. t-k:at lḥua at*as g:-tmurt n-t*am fš:r?

13. tamurt n-k'u mk*r-t at*as?

14. tamurt n-t*am fš:r mk*r-t at*as?

15. g:tmurt n-t*am fš:r udfl at*as?

Unit VI Notes

I Syntax

A. Pronoun Complements in Verbal Sentences (2)

In Unit V a brief description of direct object affixes was given. There is another type of complement that occurs in some verbal sentences, of course, the type which is labeled the indirect object in English. This complement is restricted to occurrence with a special class of verbs, and it is characterized in Kabyle by a special form whether it is a noun or a pronoun.

First of all, the indirect object as a noun must be preceded by the prepositional prefix i-;

i-na i-urgaz / s*baḥ lxir.

t-t:aui lk*ahua i-k'u.

ad-i-fk at*as uuzmur i-umd:ak:l-is.

In the examples, it is clear that the position of the indirect object is after the direct object unless the direct object is a phrase.

Because the indirect object must occur with the prepositional prefix and because the independent pronouns lose their independent status when they occur with affixes, we can expect to find a special set of pronominal forms used as indirect objects. Some examples have already occurred in previous units:

aui-aγ-d: lk*ahua. "Bring us the coffee."

na-n-ii / s*baḥ lxir. "They said, 'Good morning,' to me."

In both of these examples, the indirect object is a suffix attached to the verb stem, and the direct object is an independent word or phrase. It is important to consider the relationship between the two types of objects when both are pronominal affixes:

i-fka azmur i-umd:ak:l-is. =>

i-fka-t i-umd:ak:l-is or i-fka-ias azmur =>

i-fka-ias-t.

In tracing the development of the third sentence we find that either of the objects in the first sentence may be replaced by a pronominal affix. When both are replaced by pronouns, it is the indirect object that precedes the direct. Both objects occur as suffixes. If there is a suffixed subject-marker, the objects must occur after it:

fka-n azmur i-umd:ak:l-nsn. =>

fka-n-as-t.

Just as the direct object affixes are changed from suffixes to prefixes when tense-aspect, negative, or interrogative prefixes occur with the verb, the indirect object affixes must also be changed from suffixes to prefixes under similar conditions:

1 2
ur-i-fki-ara azmur i-umd:ak:l-is =>
2 1
ur-as-t-i-fki-ara.

1 2
ad-i-fk azmur i-umd:ak:l-is. =>
2 1
ad-as-t-i-fk.

ašu-s-i-fka?

The first two examples illustrate not only the change from suffix to prefix but also the relative order of the affixes: (1) negative or tense-aspect marker (2) indirect object (3) direct object (4) subject marker.

B. Comparisons

The comparison of equality is expressed in Kabyle by the prefix am- placed before the second noun of the equation:

nt:a am-lk*bail. "He is like the Kabyles."

The two nouns may be separated by a verb or a verb and complement:

t*am i-t:ḥibi lk*ahua am-lk*bail. "Tom likes coffee like the Kabyles."

Often the first noun may be indicated by a subject marker:

i-t:hibi lk*ahua am-lk*bail. "He likes coffee like the Kabyles."

Comparisons of inequality are divided into two categories: quality and quantity. In this unit, we have an example of the first type:

aman-is dismad*n axir n-laglas. "Its water is colder than ice."

In this example, the sentence is a nominal sentence with the noun complement ismad*n expanded by the addition of laglas preceded by the compound preposition axir n-. It is the preposition, of course, that serves as the marker of the comparison.

In verbal sentences, the compound preposition aktr n- usually serves as the comparative marker:

i-xd:m aktr n-g:ma-s. "He works harder than his brother."

These are the basic types of comparisons. There is no superlative in Kabyle, and only the use of an intensifier at*as, often reduplicated, can express this concept:

i-xd:m at*as at*as. "He works very hard." or "He works hardest."

aman-agi dismad*n at*as at*as. "This is the coldest water."

II Morphology

A. Indirect Object Affixes

The affixes that function as indirect objects are distinguished from the direct object affixes in form in almost every case although the similarities are quite clear. The complete set of affixes is:

		Singular	Plural
1st person		ii	aγ
2nd person	m.	ak	aun
	f.	am	aunt
3rd person	m.	as	asn
	f.	as	asnt

There is a distinction between masculine and feminine forms in the second person, both singular and plural and in the third person plural. An important variation of form takes place when these affixes occur after a verb stem that ends with /a/ or /u/. In such cases /i/ may be added at the beginning of all the affixes except ii:

i-na-ias "He told him/her."

rnu-ias "Add for him/her."

Remember that the position of these affixes is variable. They occur as suffixes when there is no negative or interrogative prefix or a prefixed tense-aspect marker. When a negative, interrogative, or tense-aspect prefix is used, they occur as prefixes placed before the direct object affix and subject marker.

B. Noun Plurals (cont.)

1. Many nouns in Kabyle have been borrowed from Arabic, and such stems retain the Arabic plural form. A large class of

this type includes nouns that end in /a/ or /u/ (in some cases borrowed from European words) that add /t/ or /at/ to form plurals:

"work, job" lxdma => lxdmat "jobs"
"farm" lfirma => lfirmat "farms"
"kilo" lkilu => lkiluat "kilos"

2. There are a few nouns in Kabyle which are invariable in number. An example of this type is *aman* "water." In the sentences in which this word occurs the forms associated with it are plural.

*aman dismad*n*. "The water is cold."

The fact that the noun is always plural is important when it occurs as part of the verb phrase; for it can occur only if the subject marker is plural:

aman ḥma-n. "The water is hot."

Other nouns such as *latai* are always singular.

III Phonology

The pronunciation of verbs that include an indirect object affix often involves shortening or omission of sounds. If the indirect object affix begins with /a/ and occurs after a stem ending in /a/, one of the /a/'s will be lost:

i-na-as => (inæs).

It is not possible to say that it is the vowel of the stem or the vowel of the affix that is lost. One can say only that the form loses one /a/ in pronunciation. An alternative pronunciation depends on the introduction of /i/ at the beginning of the affix:

i-na-as => i-na-ias.

A similar phenomenon occurs when the indirect object affixes beginning with /a/ are placed after ad-. As is the case when ad- occurs with direct object affixes the /d/ is not pronounced. This means that the /a/ of ad and the /a/ of the indirect object affix are juxtaposed. Again one of the /a/'s is lost:

ad-as-t-ini => (æstini).

In this case, we may wish to say that it is the /a/ of the object affix that is lost so that there is a sound segment for each of the constituents.

Pattern Drills

I

(k*im)

zmr-γ __________ dag:i?

ad-k*im-γ

iih. t-zmr-d* __________ dag:i.

ad-t-k*im-d*

(xdm)

i-ruḥ __________ g:-tbḥirt?

ad-i-xdm

iih. i-ruḥ __________ g:tbḥirt.

ad-i-xdm

(z*u)

t-sn __________ taxsait?

ad-t-z*u

iih. t-sn __________ taxsait.

ad-t-z*u

(aui)

t-zmr-m __________ aman s-ag:i?

ad-t-aui-m

iih. n-zmr __________ aman s-ag:i.

ad-n-aui

(ruš)

t:ruḥ-n __________ tibḥirin?

ad-ruš-n

iih. t:ruḥ-n __________ tibḥirin.

ad-ruš-n

(aγ)

t-zmr-d* ___________ t:faḥ dag:i?

ad-t-aγ-d*

iih. _____ ___________ t:faḥ dag:i.

zmr-γ ad-aγ-γ

(af)

ad-zmr-nt ___________ ikrarn-nsnt?

ad-af-nt

iih. ______ __________ ikrarn-nsnt.

ad-zmr-nt
ad-af-nt

(kšm)

t-t:ruḥ ___________ γr-lbit-ihin?

ad-t-kšm

iih. ______ __________ γr-lbit-ihin.

t-t:ruḥ
ad-t-kšm

(zr*)

zmr-γ ___________ lmlk-ik tura?

ad-zr*-γ

iih. _____ ___________ lmlk-iu tura.

t-zmr-d*
ad-t-zr*-d*

(zur*)

ad-i-ruḥ __________ amd:ak:l-is tura?

ad-i-zur*

iih. ______ _______ amd:ak:l-is tura.

ad-i-ruḥ
ad-i-zur*

II

(xdm)

t-zmr-d* ______ dag:i?

ad-t-xdm-d*

al:a. ur-zmir-γ-ara______dag:i.

ad-xdm-γ

(suu)

n-zmr ______si-tala-ag:i?

ad-n-suu

al:a. ur-n-zmir-ara _____si-tala-ag:i.

ad-n-suu

(ruš)

sn-r_______tibḥirin-nsn?

ad-ruš-n

al:a. ur-sin-n-ara_____tibḥirin-nsn.

ad-ruš-n

(aui)

ad-t-ruḥ _______aman si-lbir?

ad-t-aui

iih. ______ _______aman si-lbir.

ad-t-ruḥ ad-t-aui

(aγ)

t-bγi-d* _______ azmur?

ad-t-aγ-d*

al:a. _____ ______ azmur.

ur-bγi-γ-ara ad-aγ-γ.

(af)

t-t:ruḥ-m _______ tasr:d:unt?

ad-t-af-m

al:a. ______ __________tasr:d:unt.

ur-n-t:ruh-ara ad-n-af

(k*im)

i-bγa _________ zat n-lmid:a?

ad-i-k*im

al:a. ______ ________zat n-lmid:a.

ur-i-bγi-ara ad-i-k*im

(zur*)

ruḥ-nt lxalat _______ lmlk?

ad-zur*-nt

al:a _________ lxalat _____lmlk.

ur-ruh-nt-ara;
ad-zuṙ*-nt

(zr*)

zmr-n_________lmal?

ad-zr*-n

al:a. ________ ________lmal.

ur-zmir-n-ara ad-zr*-n

(z*u)

i-ruḥ _______iflfl?

ad-i-z*u

iih. _______ ________iflfl.

i-ruḥ ad-i-z*u

III

tazmurt t-t:ak at*as uuzmur.

nk:i

tazmurt t-t:ak-ii at*as uuzmur.

at*as uuzmur

tazmurt t-t:ak-ii-t.

i-na s*baḥ lxir.

i-urgaz

i-na-ias s*baḥ lxir.

s*baḥ lxir

i-na-ias-t.

ad-i-fk tit:faḥin	i-luašul
ad-asn-i-fk tit:faḥin.	tit:faḥin
ad-asn-tnt-i-fk.	
ad-n-aui lk*ahua.	kunui
ad-aun-n-aui lk*ahua.	lk*ahua
ad-aun-t:-n-aui.	
uγi-γ-ak*žun.	kii
uγi-γ-ak ak*žun,	ak*žun
uγi-γ-ak-t.	
ur-t-fki-ara aman.	i-urgaz
ur-as-t-fki-ara aman.	aman
ur-as-tn-t-fki-ara.	
ini ism-ik.	nk:ni
ini-aγ ism-ik.	ism-ik
ini-aγ-t.	
t:aui-nt lk*ahua.	i-irgazn
t:aui-nt-asn lk*ahua.	lk*ahua
t:aui-nt-asn-t:.	
ad-i-aγ tifirsin.	kmi
ad-am-i-aγ tifirsin.	tifirsin
ad-am-tnt-i-aγ.	
n-fka ikrarn.	i-imd:uk:al
n-fka-iasn ikrarn.	ikrarn
n-fka-iasn-tn.	

Pattern Drills--Notes

I and II

In these sentences almost all of the verbs belong to the class that requires the same subject markers for verbs used as complements. It is important in sentences of this kind to remember that negation is expressed by using the negative affix with the first verb of the sequence. The complementary verb is always an affirmative form. In practicing these sentences, observe the alternation of persons in questions and answers: a second person interrogative form is replaced by a first person declarative form; a third person interrogative form remains unchanged in the declarative; a first person plural interrogative form may be changed to a second person declarative form, or it may remain a first person plural form.

III

Object affixes, both direct and indirect, occur as suffixes with the perfect and iterative forms of the verb. When the verbal prefixes _ad_- or _ur_- occur, the object affixes occur as prefixes placed after _ad_- or _ur_- but before the subject marker. The indirect object affixes always occur before the direct object affixes whether they are before the verb stem or after it.

Narrative

t*am fš:r ur-i-'i-ara.

k'u i-n:a-ias / ad-n-k*im azuḥ.

bsḥ t*am fš:r i-bγa ad-i-s:u.

aman n-tala dis*mad*n.

k'u i-n:a-ias / s*mt*i-t axir n-laglas.

l'aila-ins t:aui-n aman baš ad-s:u-n.

bsḥ ur-t:ruš-n-ara tibḥirt s-uaman si-tala.

t:ruš-n tibḥirin-nsn s-uaman si-lbir.

g:-tmurt n-k'u t-k:at lḥua g:-štua.

g:-tmurt n-t*am fš:r ur-i-ḥmi-ara lḥal at*as.

lḥua t-k:at k*rib kul uas.

tamurt-is dtamk*rant.

s'a-n idrarn.

g:-štua s'a-n adfl.

g:-s*if t-ḥma lḥal.

Unit VII

ašu	what
argaz-ihin	that man
’it*	call
ai-i-t’it*-n	who is calling
dašu dargaz-ihin ai-i-t’it*-n?	Who is that man who is calling?
uin	that one
šix	leader
uin dšix.	That is (our) leader.
d:n	call out to, summon
i-t:d:n	he calls
baš	in order to
md:n	people
z*al	pray
ad-z*al-n	they will pray
i-t:d:n baš md:n ad-z*al-n.	He is calling people to pray.
ašḥal	how many, how much
abrid	way, road
ibrdan	roads; times
g:-uas	in a day

ašḥal ibrdan i-t:dn g:-uas?	How many times a day does he call?
xmsa ibrdan	five times
i-t:dɨn xmsa ibrdan g:-uas.	He calls five times a day.
tura	now; then
k*rib	near
t*naš	twelve
tura ha-t:-an k*rib d-t*naš.	Now it's almost twelve o'clock.
ial:ah	let's go
ad-n-ruḥ γr-uxam	we'll go home
ial:ah ad-n-ruḥ γr-uxam.	Let's go home.
c	eat
ad-n-c	we'll eat
azuḥ	a little; small amount
ad-n-c azuḥ.	We'll eat a little.
luz*	become hungry
nk:i luz*-γ	I have become hungry
a-si t*am / nk:i luz*-γ.	Tom, I am hungry.
ahat	perhaps
kci daγn	you too
ahat kci daγn.	Perhaps you (are) too.

luz*-γ azuḥ.	I'm a little hungry.
iih. luz*-γ azuḥ.	Yes, I'm a little hungry.
b'd	be far
i-b'd at*as	he is very far
axam i-b'd at*as s-ag:i?	Is the house very far from here?
sn	know
sn-γ	I know
azrd:adah	path; short cut
sn-γ iun uzrd:adah.	I know a short cut.
dk*ik*a	minute
dk*aik*	minutes
aud*	arrive
ad-n-aud*	we'll arrive
xms dk*aik* ad-n-aud*	We'll get (there) in five minutes.
ali	climb
ablad*	stone; rock
ali sufl-ublad*-ag:i.	Climb up on this rock.
zr*	see
ad-t-zr*-d*	you will see
axam-nγ	our house

ad-t-zr*-d* axam-nγ.	You'll see our house.
γur-k	to you; you have
lḥk*	truth
γur-k lḥk*.	You're right.
ur-i-b'id-ara	he is not far
axam ur-i-b'id-ara.	The house is not far.
ha-t-a g:ma bašir.	This is my brother Bashir.
ad-i-c	he will eat
d:id-nγ	with us
ad-i-c d:id-nγ	He's going to eat with us.
a-'iša	Aicha!
ašu-ara-n-c	what will we eat
a-'iša / ašu-ara-n-c?	Aicha, what will we (have to) eat?
n-s'a	we have
šrba	soup
št*it*ha	stew
šlat*a	salad
sk:su	couscous
n-s'a šrba d:-sšt*it*ha d:-šlat*a d:-sk:su.	We have soup, stew, salad, and couscous.

a-si t*am	Tom!
g:-l'mr-ik	in your life
g:-l'mr-ik ur-t-ci-d*	you never ate
lmakla-ag:i	this meal
a-si t*am / g:-l'mr-ik ur-t-ci-d* lmakla-ag:i.	Tom, you've never eaten a meal like this.
g:-tmurt-ik	in your country
t-tt:-m	you eat
iflfl	peppers (coll.)
ak*r:ḥan	hot; spicy
g:-tmurt-ik t-tt:-m iflfl ak*rḥan?	In your country do you eat hot peppers?
bsḥ	but
ruḥ-γ γr-lmk:sik	I went to Mexico
al:a. bsḥ nk:i ruḥ-γ γr-lmk:sik.	No, but I went to Mexico.
k*im-γ din	I remained there
rb' snin	four years
k*im-γ din rb'snin.	I stayed there for four years.
tt:-γ	I keep eating
tura tt:-γ iflfl.	I used to eat peppers there.
l:ah i-bark.	God is good.

aui	carry
aui-aγ-d:	bring us
a-'iša / aui-aγ-d: šrba d:-št*it*ḥa d:-šlata.	Aicha, bring us soup, stew and salad.
suu	drink
ašu-ara-t-su-d*	what will you drink
a-si t*am / ašu-ara-t-su-d*?	Tom, what will you have to drink?
ad-su-γ	I'll drink
iγi	buttermilk
ad-su-γ iγi / g:-l'naia-k.	I'll have buttermilk, please.

Dialogue

T.F. dašu dargaz-ihin ai-i-t'it*-n?

K.A. uin dšix. i-t:d:n baš md:n ad-z*al-n.

T.F. ašḥal ibrdan i-t:d:n g:-uas?

K.A. i-t:d:n xmsa ibrdan g:-uas. tura ha-t:-an k*rib d-t*naš. ial:ah ad-n-ruḥ γr-uxam. ad-n-c azuḥ. a-si t*am / nk:i luz*-γ. ahat kci dayn t-luz*-d*.

T.F. iih. luz*-γ azuḥ. axam i-b'd at*as s-ag:i?

X.A. sn-γ iun uzrd:adah. xms dk*aik* ad-n-aud*. ali sufl-ublad*-ag:i. ad-t-zr*-d* axam-nγ.

T.F. γur-k lḥk*. axam ur-i-b'id-ara.

. . .

K.A. ha-t-a g:ma bašir. ad-i-c d:id-nγ. a-'iša / ašu-ara-n-c?

A. n-s'a šrba d:-št*it*ha d:-šlat*a d:-sk:su.

K.A. a-si t*am / g:-l'mr-ik ur-t-ci-d* lmakla-ag:i. g:-tmurt-ik t-tt:-m iflfl ak*rḥan?

T.F. ala. bsḥ nk:i ruḥ-γ γr-lmk:sik. k*im-γ din rb' snin tura tt:-γ iflfl.

K.A. l:ah i-bark. a-'iša / aui-aγ-d: šrba d:-št*it*ha d:-šlata. a-si t*am / ašu-ara-t-su-d*?

T.F. ad-su-γ iγi / g:-l'naia-k.

Questions

1. argaz ai-i-t'it*-n / mnhu-t?

2. asḥal ibrdan i-t:'it*?

3. mnhu ad-z*al-n?

4. k'u 'bd*l:ah / i-luz*?

5. t*am fš:r / i-luz*?

6. aida-ara-c-n?

7. axam n-k'u / i-b'd?

8. t*am fš:r i-zr*a-t asmi-i-uli sufl-ublad*?

9. k'u 'bd*l:ah / i-sn iun uzrd:adah?

10. asḥal n-dk*aik* ad-aud*-n?

11. mnhu-ara-i-c-n luaḥid k'u d:-t*am fš:r?

12. ašu-i-i-la-n g:-uxam n-k'u i-lmakla?

13. k'u / i-tt: iflfl?

14. t*am fš:r / aida-i-ca iflfl?

15. t*am fš:r / ašu-i-bγa ad-i-su?

Unit VII Notes

I Syntax

Sentences in Kabyle (except those that can be classified as exclamations) have been divided into two groups: (1) Verbal sentences, those which consist of a verb phrase with a complement, and (2) Nominal sentences, those which consist of a noun phrase with a complement. One of the most frequent types of nominal sentences is that in which the noun phrase is a noun or pronoun that refers to a definite individual or group of individuals, and the complement is a second noun that gives additional information about the individual(s) needed for further identification or classification.

(1) nk:i damirik:ani.

(2) k'u dak*baili.

(3) argaz-ihin dxali-s.

In the first sentence, the initial noun phrase is a pronoun referring to the speaker. In the second, the initital noun phrase names a specific individual. In the third, the demonstrative affix -ihin specifies the individual by location relative to the speaker. In the first two cases, the individual is classified in terms of nationality by the complement. The complement in the third sentence uses kinship as a basis for classification of the individual. In all three sentences the complement is indicated by the prefix *d* attached to the second noun of the sentence.

Sentences of this type may serve as answers to two types of questions. In the first type of question, identification of the individual may be requested. In this case, the interrogative pronoun *mnhu* is used. It functions as the initial noun phrase; it normally occurs at the beginning of the sentence; the complement marker *d* is used before the second noun phrase:

(1) *mnhu* damirik:ani? <=> *nk:i* damirik:ani.

(2) *mnhu* dak*baili? <=> *k'u* dak*baili.

(3) *mnhu* dxali-s? <=> *argaz-ihin* dxali-s.

In questions of this type, no special rules are required because the interrogative, which normally occurs at the beginning of an utterance, replaces a phrase occurring at the beginning of an utterance.

If additional information about an individual is requested, the interrogative functions as the complement. In such cases, *ašu* is used. Because it functions as a complement, it is preceded by the complement marker *d*; and because itis an interrogative, it will normally occur at the beginning of the sentence. When the complement marker *d* occurs at the beginning of the sentence, it must be repeated before the second noun phrase in the sentence:

argaz-ihin *dšix*. <=> *dašu* *d*argaz-ihin?

It is easy to see the difference between the two questions, both of which may be answered by the same affirmative statement:

mnhu dšix? <=> *argaz-ihin* dšix.

dašu *d*argaz-ihin <=> argaz-ihin *dšix*.

The distinction between the two types of questions is indicated not only by the use of different interrogatives but also by the repetition of *d* in the second question. It is a general structure principle in Kabyle that when a constituent is moved to a position at the beginning of the sentence, a position that it does not usually occupy in that type of sentence, it must be repeated in some form later in the sentence. It is this structural feature that serves to distinguish the following pairs of sentences:

(1)	argaz-ihin dxali-s.	dargaz-ihin dxali-s.
(2)	tamt*ut-ag:i dtamirik:anit.	dtamt*ut-ag:i dtamirik:anit.
(3)	xali-s dargaz-ihin.	dxali-s dargaz-ihin.
(4)	tamirik:anit dtamt*ut-ag:i.	dtamirik:anit dtamt*ut-ag:i.
(1)	That man is his uncle.	It's that man who's his uncle.
(2)	This woman is an American.	It's this woman who's an American.
(3)	His uncle is the man over there.	His uncle, that's who that man is.
(4)	The American is this woman.	An American, that's what this woman is.

Another example of this structural principle at work can be found in interrogative sentences when the interrogative words do not occur at the beginnings of the sentences. Since the first position in the sentence is the position of emphasis, it is possible to place the word or phrase which is to be stressed in that position. If this is done, the pattern is slightly different from the one described above:

mnhu damirik:ani? <=> amirik:ani / mnhu-t?

mnhu dxalti-s? <=> xalti-s / mnhu-t:?

ašu daxam-ihin? <=> axam-ihin / ašu-t?

In these examples, the nouns which should occupy second position in the questions are placed at the beginning of the sentences for emphasis. The complement markers are dropped, and the pronominal affix corresponding to the noun in gender and number is attached to the interrogative. Notice that there is also a change in stress and intonation patterns.

II Morphology

A. The Relative Marker ai-

In Kabyle, although there are no adjectives to serve as modifiers, it is possible to describe a person or object by referring to an event or activity with which the person or object is the second sentence, the initial noun is considered an extension of the subject marker. It should be noted that the subject marker is not the regular third person, singular, masculine marker, however. It has the special form i-...-n, a form that will be discussed below (Section B). This is always the case in sentences in which the noun with ai- functions as the subject of the verb. If another subject marker is used, the noun must serve another syntactic function:

argaz-ag:i ai-i-zr*a dšix.   The man whom he saw is the leader.

In this last example, although the subject marker is third person, singular and masculine, it does not have the special form i-...-n. The noun at the beginning of the sentence must, therefore, be interpreted not as an extension of the subject marker but as another sentence constituent, the noun complement.

B. The Subject Marker i-...-n

The occurrence of this marker is restricted to utterances like those described above. In such utterances there is usually a noun or noun phrase followed by ai-. When the utterances are examined, it is found that the noun refers to the performer of the action; and it may, therefore, be considered an extension of i-...-n. This subject marker is invariable, and any noun or pronoun may be used as an extension of it regardless of gender, number, or person:

1.	dtamt*ut-ag:i ai-aγ-t-i-fka-n.	It's this woman who gave it to us.
2.	dluašul ai-tnt-i-ca-n.	It's the children who ate them.
3.	dnk:i ai-t-i-ufa-n.	It's I who found him.

In the three examples above, variations in gender, number, and person of nouns and pronouns are illustrated. In each case, the subject marker has the same form.

This subject marker can be used in questions as well as in statements:

mnhu ai-i-t:aui-n aman?	Who is it who carries the water?
ašu i-txus*-n?	What's needed?

C. The prefix -ara-

Because the prefix ad- which is used to signal incomplete and uninitiated activity cannot occur after another verbal prefix, an alternate form -ara- is used when the verb sequence contains another affix that must occur in initial position. It is usually interrogative affixes that must occur initially, and -ara- is found most frequently in questions:

ašu-ara-n-c?	What shall we eat?
mlmi-ara-i-d:n?	When will he call?
amik-ara-af-γ abrid?	How will I find the road?

Because this prefix may be considered an alternate form of *ad*-, the rules concerning the positions of object affixes are the same for both. Object affixes that occur in sequences with -*ara*- must be placed after -*ara*-, before any prefixed subject marker, and before the verb stem. The relative positions of direct and indirect object affixes are the same as those in other sequences.

III Phonology

A. When the prefix *ai*- occurs with a verb in which the subject marker is *i*- or *i*-...-*n*, juxtaposition of the two /i/'s results in the formation of /g:/, a phenomenon that has been observed before:

argaz ai-i-xdm-n... => (ærγ^{y}æz æg:xəðəmən)

tamt*ut ai-i-zr*a... => (θæmtoθ ag:zəra).

Because the prefix *ai*- occurs very frequently with *i*-...-*n*, /g:/ is often heard in verb phrases of this type. It is important to remember the source of this /g:/, however, for when object affixes separate the prefix *ai*- from the subject marker *i*-...-*n*, the vowels retain their usual form:

tamt*ut ai-t-i-zr*a-n => (θæmtoθ ayθizəran).

B. The prefix -*ara*- may influence the form of prefixes that precede it, especially those that end with a vowel. In rapid speech, the final vowel of prefixes occurring immediately before -*ara*- is usually dropped. The interrogative *ašu*-; the temporals *asmi*- and *sg:mi*-; and the conditional *ma*- are those most frequently affected:

/ašu-ara-n-c/ => (æšærænɨc)

/asmi-ara-n-aut*/ => (æsmærænæwə$\overset{<}{t}$).

In slow, careful speech elision does not take place except when the final vowel of the prefix preceding -*ara*- is /a/.

Pattern Drill

I

('it*)

argaz ai-____________dšix.

(ai-i-t'it*-n)

(z*al)

argaz-ihin ai-___________dak*baili.

(ai-i-z*al-n)

(ruḥ)

argaz ai-____________γr-uxam dxali.

(ai-i-ruḥ-n)

(af)

tamt*ut ai-____________luašul dim:at-sn.

(ai-i-ufa-n)

(c)

md:n ai-_______________šrba dlk*bail.

(ai-i-ca-n)

(aud*)

dg:ma ai-____________id*li.

(ai-i-uud*-n)

(aui)

dnk:i ai-____________aman γr-uxam.

(ai-i-uui-n)

(su)

dnk:ni ai-____________iγi.

(ai-i-sua-n)

(d:n)

dšix ai-______________.

(ai-i-d:n-n)

(aγ)

dkci ai-____________lḥuaiž.

(ai-i-uγa-n)

II

(zr*)

argaz ai-__________nk:i damirik:ani.

(ai-zr*i-γ)

(sn)

azrd:adah ai-_____________k'u sdfir n-tḥanut.

(ai-i-sn)

(fk)

tizmura ai-___________kci i-luašul l'ali-tnt.

(ai-t-fki-d*)

(kšm)

γr-lbit-ihin ai-___________ urgaz.

(ai-i-kšm)

(k*im)

zat n-lmid:a ai-___________lxalat.

(ai-k*im-nt)

(xdm)

g:-tbḥirin ai-___________irgazn.

(ai-xdm-n)

(z*u)

zat n-tat:faḥt ai-___________ufl:aḥ tak*ars*t.

(ai-i-z*a)

(bγi)

daman si tala ai-___________nt:at.

(ai-t-bγa)

(su)

dlk*ahua ai-___________nk:i as-ag:i.

(ai-sui-γ)

(ali)

sufl-ublad* ai-__________k'u.

(ai-i-uli)

III

ad-i-c šrba.

ašu-ara-i-c?

ad-aui-γ aman si-tala.

ansi-ara-t-aui-d* aman?

ad-fk-n lmakla i-luašul.

ašu-ara-fk-n i-luašul?

ad-n-aγ at*as azk:a.

ašhal-ara-t-aγ-m azk:a?

ad-su-n at*as n-lk*ahua.

ašu-ara-su-n?

ad-i-z*u iflfl dag:i.

ašu-ara-i-z*u dag:i?

ad-t-aγ lḥuaiž g:-suk*.

aida-ara-t-aγ lḥuaiž?

ad-n-aut* azk:a.

mlmi-ara-t-aut*-d*?

ad-zr*-n lžnan as-ag:i.

ašu-ara-zr*-n as-ag:i?

ad-ruḥ-n γr-sinima mnb'd lhmam.

mlmi-ara-ruḥ-n γr-sinima?

IV

(ḥmu)

t-bγi-d* aman____________?

(i-ḥma-n)

('i)

argaz ____________i-bγa ad-i-ruḥ γr-uxam-is.

(i-'ia-n)

(mk*r)

luašul___________k*im-n luaḥid irgazn.

(i-mk*ur-n)

(r'u)

ad-n-ruš tibhirin__________.

(i-r'a-n)

(smit*)

sui-γ aman__________.

(i-smit*n)

('di)

xdm-γ dihin asug*as__________.

(i-'da-n)

(b'd)

ruḥ-nt γr-lḥmam__________.

(i-b'd-n)

(luz*)

t-fka lmakla i-irgazn__________.

(i-luz*n)

(k*im)

t-sn-d* tamt*ut__________zat n-lmid:a?

(i-k*im-n)

(ḥmu)

lḥal__________l'ali-t.

(i-ḥma-n)

V

argaz-ag:i dšix.

mnhu dargaz-ag:i?

argaz-ag:i / mnhu-t?

argaz-ag:i dšix.

dašu dargaz-ag:i?

argaz-ag:i / ašu-t?

as-ag:i irgazn g:-lžnan.

aida irgazn as-ag:i?

as-ag:i irgazn / aida-tn?

tamt*ut-ihin si-bgait.

ansi tamt*ut-ihin?

tamt*ut-ihin / ansi-t:?

luašul-ihin daitmat-nγ.

mnhu daitmat-nγ?

aitmat-nγ / mnhu-tn?

luašul-ihin daitmat-nγ

dašu dluašul-ihin?

luašul-ihin / ašu-tn?

argaz-ai-i-uui-n aman dg:ma.

mnhu ai-i-uui-n aman?

argaz ai-i-uui-n aman/
mnhu-t?

azrd:adah zat n-lḥmam.

ašu zat n-lḥmam?

zat n-lḥmam / ašu-t?

azrd:adah zat n-lḥmam.

aida azrd:adah?

azrd:adah / aida-t?

šix i-t:d:n.

mnhu i-t:d:n

argaz ai-i-t:d:n-n /
ašu-t?

Narrative

argaz ai-i-t'it*-n dšix. i-t:d:n xmsa irbrdan g:-uas baš md:n ad-z*al-n. k*rib d-t*naš md:n t:ruḥ-n γr-uxam-nsn baš ad-c-n azuḥ. k'u i-na i-t*am i-luz*.

axam n-k'u ur-i-b'ịd-ara. t*am i-uli sufl-ublat* baš ad-t-i-zr*. k'u i-sn iun uzrd:adah. uut*-n γr-uxam-is mnb'd xms dk*aik*. g:ma-s n-k'u i-ca did-sn. ism-is bašir. ca-n šrba d:-št*it*ha d:-šlat*a d:-sk:su.

g:-lamirik: md:n ur-t:t:-n-ara iflfl ak*rḥan. bsḥ g:-lmk:sik t:t:-n at*as. t*am i-k*im g:-lmk:sik rb' snin. tura i-ca iflfl.

'iša t-uui lmakla / šrba d:-št*it*ha d:-šlata. t*am i-bγa ad-i-su iγi. tura bda-n ad-c-n.

Unit VIII

šrba-ag:i	this soup
dl'ali-t:	she is good
šrba-ag:i dl'ali-t:.	This soup is good.
ašu dii-s	what (is) in it
azg*aγ	red; red (thing) m.
tazg*aγt	red; red (thing) f.
ha-t:-an dtazg*aγt.	there she is, she's red
ašu dii-s / ha-t:-an dtazg*aγt.	What's that red thing in it?
aksum	meat
tiskrt	garlic
aksum d:-tskrt	meat and garlic
tuarašt	butter
iflfl ak*ṛhan	hot peppers (coll.)
tuarašt d:iflfl ak*ṛhan	butter and hot peppers
lkmun	cumin
lk:ruia	caraway
lkmun d:-lk:ruia	cumin and caraway
dii-s aksum d:-tskrt d:-tuarašt d:-iflfl ak*ṛhan d:-lkmun d:-lk:ruia.	In it there's meat, garlic, butter, hot peppers, cumin and caraway.

g:-uašu	in what
t-suai-m	you prepare
g:-uašu t-suai-m šrba?	What do you cook the soup in?
n-suai	we prepare
tašuit	kettle
zdaxl n-tšuit	in a kettle
n-suai šrba zdaxl n-tšuit.	We cook the soup in a kettle.
aγrum	bread
at*ažin	cooking utensil; griddle
sufl uut*ažin	on a griddle
n-suai aγrum sufl uut*ažin.	We cook the bread on a griddle.
lk*ahua	coffee
tiγlait	pot; boiler
zdaxl n-tγlait	in a pot
n-suai lk*ahua zdaxl n-tγlait.	We make coffee in a pot.
γur-un	to you
lgaz	gas
lk:hraba	electricity
γur-un lgaz d:-lk:hraba?	Do you have gas and electricity?
nafx	stove; charcoal burner

sufl n-nafx	on the stove
lk:uša	oven
g:-lk:uša	in the oven
al:a. n-suai sufl n-nafx niγ g:-lk:uša.	No, we cook on a stove or in an oven.
lk:uša-nγ	our oven
ha-t:-an lk:uša-nγ.	That's our oven.
azgzau	blue, green (one) m.
tazgzaut	blue, green,(one) f.
dtazgzaut	she's blue, green
ablat*	stone; rock
ablat* amlal	white stone
dtazgzaut zat uublat* amlal.	It's green near the white stone.
ha-t:-an lk:uša-nγ / dtazgzaut zat uublat* amlal.	That's our oven; it's the green thing near the white stone.
γur-k	to you
k:ulši	everything
g:-uxam-ik	in your house
γur-k k:ulši g:-uxam-ik.	You have everything in your house.
t*aiazit*	chicken
t*iuzat*	chickens

t*iuzat*-ihin	those chickens
frai	courtyard; patio
g:-frai	in the courtyard
t*iuzat*-ihin g:-frai	those chickens in the courtyard
n-mnhu	whose (interrogative)
t*iuzat*-ihin g:-frai /n-mnhu?	Those chickens in the courtyard -- to whom do they belong?
kra	some
kra-nγ	some (are) ours
md:n	people
n-md:n	people's; (other) people's
kra-nγ / kra n-md:n.	Some are ours; some are other people's.
t*aiazit*-ihin	that chicken
amzian	small (one) m.
tamziant	small (one) f.
t*aiazit*-ihin tamziant	that small chicken
aγ	buy
uγi-γ	I bought
uγi-γ-t:	I bought her
durt	week

’di	pass
i-’da-n	which passed
durt i-’da-n	last week
t*aiazit*-ihin tamziant / uγi-γ-t: durt i-’da-n.	I bought that small chicken last week.
mk*r	become big
t-mγur	she has become big
bihfih	satisfactorily
t-mγur bihfih.	She has grown nicely.
fk	give
t:ak	always give
t-t:ak	she gives
tamlalt	white (thing); egg
iut n-tmlalt	one egg
i-uas	per day
t-t:ak iut n-tmlalt i-uas.	She lays an egg a day.
t-t:ak-m	you give
t-t:ak-m-asn	you give them
i-lmakla	for food
ašu t-t:ak-m-asn i-lmakla?	What do you feed them?
n-t:ak-asn	we give them

t*imz*in	barley
irdn	corn
azuḥ iirdn	a little corn
tanxalt	bran
n-t:ak-asn t*imz*in luaḥid azuḥ iirdn d:tnxalt.	We give them barley with a little corn and bran.
u kunui?	And you?
ur-'lim-γ-ara.	I don't know.
nukni g:-lamirik:	we Americans
n-t:aγ	we buy
abakit	package
ibakiin	packages
nukni g:-lamirik: n-t:aγ ibakiin.	We Americans buy packages.
ašu dii-sn	what (is) in them
ur-n-'lim ašu dii-sn.	We don't know what's in them.
ad-t-c	she will eat
ad-t-mγur	she will grow
ad-n-znz	we will sell
ad-t:-n-znz	we will sell her
t*aiazit* ad-t-c / ad-t-mγur / ad-t:-n-znz.	The chicken eats, she grows; we sell her.

Dialogue

T.F. šrba-ag:i dl'ali-t:. ašu dii-s / ha-t:-an dtazg*aγt.

K.A. dii-s aksum d:tskrt d:tuarašt d:iflfl ak*ṛhan d:-lkmun d:-lk:ruia.

T.F. g:-uašu t-suai-m šrba?

K.A. n-suai šrba zdaxl n-tšuit. n-suai aγrum sufl uut*ažin. n-suai lk*ahua zdaxl n-tγlait.

T.F. γur-un lgaz d:-lk:hraba?

K, A. al:a. n-suai sufl n-nafx niγ g:-lk:uša. ha-t:-an lk:uša-nγ / dtazgzaut zat uublat* amlal.

T.F. γur-k k:ulši g:-uxam-ik. t*iuzat*-ihin g:frai / n-mnhu?

K.A. kra-nγ / kra n-md:n. t*aiazit*-ihin tamziant / uγi-γ-t: durt i-'da-n. t-mγur bihfih. t-t:ak iut n-tmlalt i-uas.

T.F. ašu t-t:ak-m asn i-lmakla?

K.A. n-t:ak-asn t*imz*in luaḥid azuḥ iirdn d:-tanxalt. u kunui?

T.F. ur-'lim-γ-ara. nukni g:-lamirik: n-t:aγ ibakiin. ur-n-'lim ašu dii-sn. t*aiazit* ad-t-c / ad-t-mγur / ad-t:-n-znz.

Questions

1. šrba dl'ali-t:?
2. i-uašu šrba dtazg*aγt?
3. ašu zdaxl n-šrba?
4. aida lk*bail suai-n šrba?
5. aida lk*bail suai-n sγrum?
6. aida lk*bail suai-n lk*ahua?
7. k'u 'bd*l:ah / γur-s lgaz?
8. γur-s lk:hraba?
9. sufl uašu l'aila n-k'u 'bd*l:ah t-suai?
10. ašu dzig:a n-lk:uša?
11. ašu dzig:a uublat*?
12. k'u 'bd*l:ah / γur-s t*iuzat*?
13. t*am fš:r / γur-s tiuzat*?
14. mlmi i-uγa k'u 'bd*l:ah t*aizit tamziant?
15. ašḥal n-tmlalin t-t:ak i-uas?

Unit VIII Notes

I Syntax

Description - The fact that there are no adjectives in Kabyle, as you have learned, makes it necessary to use other structures in descriptions. The most frequent structures are those in which verbs are used to identify a person or an object by specifying the activity with which the person or thing is associated. In another type of structure, a second noun specifying a characteristic may be placed after the noun identified by this characteristic. In many cases, these nouns of characteristic are formed from verb stems which may be used in slightly different structures to identify or describe. This unit contains several examples of nouns of this type, the color terms. In order to help you understand the techniques of description used in the language a sort of summary and review are given here.

A. Description in Verbal Sentences

1. Some of the verbs used in Kabyle seem equivalent to English phrases in which the verb 'be' or the verb 'become' is used before a participle or an adjective. Verbs such as luz* 'be(come)'hungry', 'i 'be(come) tired', ḥmu 'be(come) hot' are examples of this kind of verb. Although these verbs may seem to describe states, the structures in which they are used show us that they should be classified generally with other verbs that specify activities. There is little difference between i-luz* 'he is hungry' and i-xdm 'he worked' or i-ufa 'he found' and i-ḥma 'he is warm' in Kabyle. It is the English phrase that makes the forms seem different. Verbs such as luz*

and ḥmu when they occur in the perfect are usually equivalent to English phrases in which the present tense of the verb 'be' is used. When they occur in the imperfect or with the future marker ad-, these verbs are usually equivalent to an English phrase in which the verb 'become' or the verb 'get' is used:

i-ḥma lḥal.	'The weather is hot.'
ad-i-ḥmu lḥal.	'The weather will get hot.'
luz*-γ at*as.	'I am hungry.'
ad-luz*-γ at*as.	'I will get hungry.'

These verbs may be used with the relative marker ai- and the special subject marker i-...-n in sentences like those discussed in Unit VII. In such cases the structure may be equivalent to the relative clause in English in which the verb 'be' or 'become' is followed by an adjective.

aman ai-i-ḥma-n dl'ali-tn.	'Water that's warm is nice.'
argaz ai-i-luz*-n bγa ad-i-c.	'The man who is hungry wants to eat.'

2. There is another class of verbs in Kabyle that must be considered apart from those discussed in the preceding paragraph. These verbs are usually classified as "verbs of state", and they differ in form and in structural patterns from those already discussed. There are relatively few verbs in this cass, and some of these may be considered members of two classes: verbs of action and verbs of state. In contemporary urban speech there is a tendency to shift such verbs from one class to the other to convey different shades of meaning. Usually these verbs refer

to physical characteristics such as size and color. mk*r 'be(come) big', mz*i 'be(come) small', mlul 'be(come) white', zgzau 'be(come) green', are members of this class. It is easy to see the difference in pattern between argaz i-xdm 'The man worked' and argaz mk*r 'The man is big.' The difference is even more apparent between the sentences tamt*ut t-xdm and tamt*ut mk*r-t. (The exact forms of such verbs will be discussed in the section on morphology that follows.) Usually these verbs do not occur with the relative prefix ai- and the special marker i-...-n. Instead, the special nominal form, the noun of characteristic, is used. When the nominal form is used in this way, it is placed after the noun that it qualifies, and it is not preceded by a special marker:

argaz amk*ran	'the big man'
tamt*ut tamz*iant	'the small woman'
abrid aγzfan	'the long road'
ablad* amlal	'the white stone.'

These nouns of characteristic must agree in gender and number with the nouns that they qualify:

argaz amk*ran	irgazn imk*rann	
tamt*ut tamz*iant	tulauin timz*ianin	
tablat* tamlalt	tiblat*n timlalin	'the small stones.'

B. Description in Nominal Sentences

If the chief function of a nominal sentence is description, the sentence usually consists of an initial noun phrase with a complement that is a noun of characteristic. In such sentences, the complement is preceded by the complement marker d :

argaz damk*ran.	'The man is big.'
abrid daγzfan.	'The road is long.'
ablad* damlal.	'The rock is white.'

In these sentences, the two nouns agree in gender and number:

argaz damk*ran.	tamt*ut dtamk*rant.
irgazn dimk*rann.	tulauin dtimk*ranin.

If the chief function of a nominal sentence is identification and description is only an incidental part of the sentence, the pattern requires the use of the noun of characteristic placed after the qualified noun and the identifying phrase in complement position:

argaz amk*ran dak*baili.	'The big man is a Kabyle.'
tamt*ut tamz*iənt dultma-s.	'The small woman is his sister.'

In some dialects of Kabyle, the verb of state with the special subject marker i-...-n may be used in such sentences:

argaz i-mk*r-n dak*baili.

tamt*ut i-mz*i-n dultma-s.

C. Summary: The three basic structures used in description are verbal sentences containing verbs of action that serve to characterize the person or thing by identifying the activity with which that person or object is associated; verbal sentences in which a verb of state is used; and nominal sentences in which a noun of characteristic is used. Verbs of action and verbs of state are distinguished chiefly by form and by the fact that verbs of state do not regularly occur with the relative prefix ai- and the special subject marker i-...-n. It is important to distinguish the conditions under which each of the patterns is used. In some cases, there is no choice of pattern; a verb of action must be used to express the idea. In other cases,either the verb of state or the nominal sentence may be used. If the speaker is familiar with the situation and is aware of the development of the characteristic, he will use the verbal sentence. If the speaker is aware only of the characteristic but not its development, he will use the nominal sentence. The father speaking of his son may say m:i mk*r. The person meeting the son for the first time may say m:i-k damk*ran.

II Morphology

A. Verbs of State

These verbs, limited in number, are classified separately not only because of the syntactic structures in which they occur but also because they are different morphologically from verbs of action. Conforming to the general rules for use of perfect and imperfect the perfect of verbs of state is used to refer to an accomplished fact or existing state, but it is in the perfect that morphological differences are a significant factor. The chief differences between the verbs of action and verbs of state are found in the subject markers used with each category. Verbs of state do not occur in the perfect with prefixed subject markers. Furthermore, there is only one plural subject marker used with these verbs. The resulting forms are:

	S.	Pl.
1st p.	mk*r-γ	mk*r-(i)t
2nd p.	mk*r-d*	mk*r-(i)t
3rd p.m.	mk*r	mk*r-(i)t
3rd p.f.	mk*r-t	mk*r-(i)t .

The singular subject markers are not very different from those used with verbs of action if we consider the suppression of prefixed subject markers a basic feature of these verbs. Only in the feminine form of the third person singular, in which the suffix _-t_ occurs, is there a new element. The plural forms are quite different, however, not only because there are no prefixes but also because there is no indication of person. _mk*r-(i)t_ may mean '_we_, _you_, or _they_ are big'. The use of the vowel /i/ in the plural is optional and varies from dialect to dialect. The same subject markers are used for the negative forms of the perfect.

When the prefix _ad-_ is used with verbs of state, the regular subject markers occur. (In these forms it is the imperfect stem of the verb that is used):

	S.	Pl.
1st p.	ad-mγur-γ	ad-n-mγur
2nd p.m.	ad-t-mγur-d*	ad-t-mγur-m
2nd p.f.		ad-t-mγur-mt
3rd p.m.	ad-i-mγur	ad-mγur-n
3rd p.f.	ad-t-mγur	ad-mγur-nt

In some dialects the vowel /i/ occurs at the beginning of the imperfect stem of all verbs of this class.

B. The Noun of Characteristic

In the discussion of syntactic patterns used in descriptions it was pointed out that the special subject marker _i-...-n_ is not used with verbs of state as frequently as with verbs of action. Instead, there is a tendency to use a special noun form derived from the verb. These nouns are not specifically 'actor' nouns but nouns that refer to characteristics, and they may be considered forms specifying the result of a process. Although there is more than one morphological pattern represented in the formation of these nouns and although some of the morphological patterns are used with verbs of action, there is one pattern used only with verbs of state. This pattern requires the addition of the prefix a and the suffix an to the stem of the verb:

mk*r	'be(come) big'	=>	amk*ran	'big one'
mz*i	'be(come) small'	=>	amz*ian	'small one'
brk	'be(come) brown, black'	=>	abrkan	'brown, black one'
ik*ur	'be(come) dry'	=>	ak*uran	'dry one'

The last example illustrates the fact that an initial vowel of the verb stem is replaced by the prefix a which is added in the formation of these nouns.

A second pattern used in the formation of nouns of this type requires the addition of the prefix a and the insertion of a before the last sound of the verb stem. In stems which already have a before the final vowel or consonant, no change is necessary at the end of the word and only the prefix is added to form the noun:

mlul	'be(come) white'	=>	amlal	White(ness); white one
smum	'be(come) sour'	=>	asmam	sour(ness); sour one
uraγ	'be(come) yellow'	=>	auraγ	yellow(ness); yellow one
zgzau	'be(come) green, blue'	=>	azgzau	green(ness), blue(ness; green (one), blue (one).

There are a few nouns formed by addition of the prefix am or an to a verb stem in which the last vowel must be changed to a and the vowel u added after the last consonant:

zuir follow, be last => amzuaru last (one)
luz* be(come) hungry => amlaz*u hungry (one)
gri be behind; be left => angaru last (one).

These nouns are relatively few, and the largest number of nouns of this class is formed by using the first and second patterns.

All of these nouns have feminine forms, of course, and these are formed by adding the prefix t and the suffix t to the masculine form:

amk*ran => tamk*rant
abrkan => tabrkant
amlal => tamlalt
azgzau => tazgzaut
amzuaru => tamzuarut
angaru => tangarut ..

In addition to the feminine forms derived from the masculine, there is also a plural form for each noun. To form the plural of the masculine nouns the prefix i replaces the a of the singular form, and the suffix n is added after the final vowel or consonant for nouns of the first two classes:

amk*ran => imk*rann
abrkan => ibrkann
amlal => imlaln
azgzau => izgzaun

For nouns of the third class, a different pattern is used in plural formation. Here, the prefix *i* replaces the *a* of the singular; the final *u* is changed to *a*; and the *a* which was added before the last sound of the verb stem is changed to *u*:

amzuaru => imzuura
angaru => ingura
amlaz*u => imluz*a .

The plural of feminine nouns of the first and second groups is closely related to the plural forms of masculine nouns in these groups. Instead of the prefix *i*, there is *ti* for the feminine; and instead of the suffix *n* there is *in*:

imk*rann => timk*ranin
imlaln => timlalin
ibrkann => tibrkanin
izgzaun => tizgzauin .

Feminine nouns of the third class follow the general pattern of masculine nouns in this class. The feminine prefix *t* occurs at the beginning of the form:

imzuura => timzuura
ingura => tingura
imluz*a => timluz*a .

Pattern Drill

I

(amlal)

ablad*-ihin________.

(damlal)

(azg*aγ)

axam-ag:i_________.

(dazg*aγ)

(auraγ)

lk*ars*_________.

(dauraγ)

(azgzau)

t:faḥ___________.

(dazgzau)

(abrkan)

ak*žun_________.

(dabrkan)

(amlal)

tablad*-ihin _________.

(dtamlalt)

(azg*aγ)

taxamt-ag:i_________.

(dtazg*aγt)

(auraγ)

tak*ars*t_________.

(dtauraγt)

(azgzau)

tat:faht_________.

(dtazgzaut)

(abrkan)

tak*žunt_________.

(dtabrkant)

II
(mlul)

s-lhua tablad*_______-__.

(mlul-t)

(zg*aγ)

t*umat*iš________-___.

(zg*aγ-t)

(uraγ)

tak*ars*t________-___.

(uraγ-t)

(zg:zau)

tat:faḥt________-___.

(zg:zau-t)

(br:k)

lkuša________-___.

(br:k-t)

(mlul)

ablad*_______-___.

(mlul)

(zg*aγ)

t*umat*iš_______-___.

(zg*aγ-t)

(uraγ)

tik*ars*in______-___.

(uraγ-it)

(zg:zau)

tat:faḥt________-__.

(zg:zau-t)

(br:k)

lkušat________-__.

(br:k-it)

(mk*r)

sžra ________-_.

(mk*r-t)

(zg*aγ)

tir*manin________-__.

(zg*aγ-it)

(uraγ)

tifirsin_______-___.

(uraγ-it)

(mz*i)

t*iuzat*-ihin________-__.

(mz*i-t)

(mk*r)

t*iuzat*-ihin________-__.

(mk*r-it)

III

(luz*)

kci_________.   kci__________.

(t-luz*-d*)
(damlaz*)

(zuir)

d'ami-s_________.   nt:a_________.

(ai-i-zuar-n)
(damzuaru)

(γzif)

abrid-ag:i________.   nt:a_________.

(i-γzif)
(daγzifan)

(gri)

tamt*ut_________/ mnhu-t:? nt:at_________.

(ai-i-gra-n)
(dtangarut)

(mk*r)

luašul__________.   nuhni_________.

(mk*r-n)

(dimk*rann)

IV

(luz*)

ixd:amn ad-_________.

(ad-luz*-n)

(zuir)

'ami-s ad-_________i-ixd:amn.

(ad-i-zuir)

(gri)

ultma-s ad-_________i-lxalat.

(ad-t-gri)

(mk*r)

luašul ad-__________asg*as-ag:i.

(ad-mγur-n)

(mlul)

s-lhua ad-_________ ublad*.

(ad-i-mlul)

V

(mk*r)

k*im-n zat n-sžra________.

(tamk*rant)

(br:k)

ad-znz-γ tak*žunt________.

(tabrkant)

(zg*aγ)

ad-n-c tit:faḥin ________.

(tizg*aγin)

(zg:zau)

ur-i-t:aγ-ara t*umat*iš________.

(tizgzauin)

(uraγ)

g:-lžnan-is n-ufa tik*ars*in________.

(tiuraγin)

(mz*i)

t*iuzat*-ihin__________dagla-nγ.

(timzianin)

(mlul)

lk*ahua g:-ufnžal___________.

(amlal)

(γzif)

i-k*im g:-ubrid__________.

(aγzifan)

(br:k)

t-bγi-d* azmur__________?

(abrkan)

(zuir)

mnhu argaz __________?

(amzuaru)

(mk*r)

t-ufi-d* ik*žan__________?

(imk*rann)

(uraγ)

i-uγa ifirs__________.

(auraγ)

(zg*aγ)

axam__________ur-i-b'id-ara.

(azg*aγ)

(luz*)

argaz __________i-bγa ad-i-c.

(amlaz*)

(gri)

fk-ii aγrum__________.

(angaru)

Narrative

šrba n-k'u dl'ali-t:. zig:a-s dtazg*aγt.

dii-s iflfl d*uksum d:-taruašt.

ait uuxam n-k'u suai-n sufl n-nafx.

ur-s'i-n-ara lgaz. suai-n daγn zdaxl n-lkuša.

suai-n šrba zdaxl n-tšuit. aγrum / suai-n-t. sufl uut*ažin.

suai-n lk*ahua zdaxl n-tγlait.

lkuša-ins dtazgzaut. t-sbḥ zat uublad* amlal.

t*iuzat* n-k'u g:-frai. durt i-'da-n i-uγa iut n-t*iazit*.

t-mγur u t-t:ak iut n-tmlalt i-uas.

i-t:ak-as t*imz*in d:-irdn.

ait n-t*am fšr t:ak-n-asn ibakiin i-t*iuzat*-nsn.

Unit IX

gn	lie down
ad-t-gn-d*	you will lie down
t-bγi-d* ad-t-gn-d* azuḥ	you want to lie down a little
st'fu	recover
baš at-st'fu-d*	for you to recover
ad-t-gn-d* azuḥ baš at-st'fu-d*	you will lie down a little to recover
a-si t*am / t-bγi-d* ad-t-gn-d* azuḥ baš at-t-st'fu-d*?	Tom, do you wnat to lie down a little while to rest?
as-ag:i	today
lhi	be busy
n-lha at*as	we were very busy
as-ag:i n-lha at*as	Today we have been very busy.
lhk*	truth
γur-k lhk*	you're right
iih. γur-k lhk*.	Yes, you're right.
rnu	add
i-rna	he added; besides
azk:a	tomorrow
šγl	work; tasks

šγl at*as	many tasks
γur-nγ šγl at*as	we have a lot to do
i-rna azk:a γur-nγ šγl at*as.	Besides, we have a lot to do tomorrow.
lžm'a	week; gathering
as n-lžm'a	Friday
azk:a das n-lžm'a.	Tomorrow is Friday.
suk*	market
as n-suk*	market day
bgait	Bougie
azk:a das n-suk* g:-bgait.	Tomorrow is market day in Bougie.
ad-n-ruḥ	we'll go
suuk*	go marketing
ad-n-suuk*	we'll go marketing
ad-n-ruḥ ad-n-suuk*	We'll go to market.
magr	meet
ad-n-magr	we'll meet
amd:akul	friend
imd:ukal	friends
imaulan	relatives
ad-n-magr imd:ukal d:-imaulan.	We'll see friends and relatives.

ili	be
ad-ili-n	they will be
md:n at*as	a lot of people
ad-ili-n md:n at*as?	Will there be a lot of people?
nihk*	of course
tad:art	village
tud:rin	villages
si-k:ul tud:rin	from every village
md:n si-k:ul tud:rin	people from every village
t:ruḥ-n γr-suk*	they go to the market
nihk* / md:n si-k:ul tud:rin t:ruḥ-n γr-suk*.	Of course. People from every village go to the market.
t:aui-n	they carry
ad-znz-n	they will sell
lxdra	vegetables (coll.)
lfak:ia	fruit (coll.)
lmal	livestock
lxdra d:-lfak:ia d:-lmal	vegetables, fruit and livestock
lfirma	farm
lfirmat-nsn	their farms

t:aui-n ad-znz-n lxdra d:-lfak:ia d:-lmal n-lfirmat-nsn.	They take vegetables, fruit, and livestock from their farms to sell.
t:aγ-n	they buy
lḥaja	thing
lḥuaiž	things; clothing
sl’a	hardware
dua	medicine
lḥuaiž d:-sl’a d:-dua	clothing and hardware and medicine
u t:aγ-n lḥuaiž d:-sl’a d:-uda.	And they buy clothes, hardware, and medicine.
ad-n-ruḥ	we'll go
s*baḥ zik	early in the morning
ad-n-ruḥ azk:a s*baḥ zik?	Will we go early tomorrow morning?
ur-n-t:ruḥ-ara	we won't go
al:a. ur-n-t:ruḥ-ara zik.	No, we won't go early.
t*umubil	automobile; bus
k*l’	depart
ur-t-k*l:’-ara	she won't depart
alami	until
dt:mnia	it's eight (o'clock)
t*umubil ur-t-k*l:’ara alami dt:mnia.	The bus won't leave until eight o'clock.

aud*	arrive
ad-n-aud*	we'll arrive
lžuaiḥ	neighborhood
t:s'a	nine
g:-lžuaiḥ n-t:s'a	around nine o'clock
ad-n-aud* g:-lžuaiḥ n-t:s'a.	We'll arrive around nine o'clock.
mlmi	when
fuk:	finish
ad-i-fak:	he will finish
mlmi-ara-i-fak: suk*?	What time will the market end?
ur*i-t:fak:-ara	he will not end
ns*f	reach the middle
i-ns*f uas	the day is half gone
ur-i-t:fak:-ara alami i-ns*f uas.	It won't end until midday.
ad-i-fak:	he will end
g:-lžuaiḥ n-luḥda	around one o'clock.
luk*t	time
taz*alit	prayer
luk*t n-tz*alit	the time for prayer
ad-i-fak: g:-lžuaiḥ n-luḥda/ luk*t n-tz*alit.	It will end about one o'clock, the time for prayer.

zmr	be able
zmr-γ	I can
ad-zr*-γ	I'll see
nk:i daγn	I too
nk:i daγn zmr-γ ad-zr*-γ	I too can see
lžam'	mosque
z*al	pray
t:z*al-n md:n	people pray
nk:i daγn zmr-γ ad-zr*-γ lžam' aida t:z*al-n md:n.	Can I too see the mosque where the people pray?
ma-t-bγi-d*	if you wish
as	arrive
ad-t-as-d*	you will arrive
ad-t-as-d* d:id-i	you will go with me
azk:a ma-t-bγi-d* ad-t-as-d* d:id-i.	Tomorrow, if you wish, you will go with me.
k:s	remove; take off
sbat*	shoes
sbat*-ik	your shoes
k:s sbat*-ik.	Take off your shoes.
šlil	clean; wash

ad*ar	foot
šlil id*arn-ik.	Wash your feet.
t-k*im-d*	you sat
ulamadiun	ho one
la'i	speak
ur-k-i-t:la'i	he will not address you
t-k*im-d* / ulamadiun ur-k-i-t:la'i.	(When) you sit down, no one will disturb you.
ad-n-ruḥ	we will go
ad-n-gn azuḥ	we will sleep a little
ial:ah / ad-n-ruḥ ad-n-gn azuḥ.	Let's go and sleep a while ...
alaxat*r	because
f-rb:'a	at four o'clock
ad-ruḥ-γ	I will go
ad-užd-γ	I will prepare
ašu-ara-aui-γ	what I'll carry
azk:a γr-suk*	tomorrow to market
alaxat*r f-r:b'a ad-ruḥ-γ ad-užd-γ ašu-ara-aui-γ azk:a γr-suk*.	... because at four o'clock I'll prepare what I'll carry to market tomorrow.

Dialogue

K.A. a-si t*am / t-bγi-d* ad-t-gn-d* azuḥ baš ad-st'fu-d*?

as-ag:i n-lha at*as.

T.F. γur-k lhk*.

K.A. i-rna azk:a γur-nγ šγl at*as. azk:a das n-lžm'a. azk:a das n-suk* g:-bgait.

ad-n-ruḥ / ad-n-suuk* / ad-n-magr imd:ukal d:-imaulaŋ.

T.F. ad-ili-n md:n at*as?

K.A. nihk* / md:n si-k:ul tud:rin t:ruḥ -n γr-suk*. t:aui-n ad-znz-n lxdra d:-lfak:ia d:-lmal n-lfirmat-nsn. u t:aγ-n lḥuaiž.d:-sl'a d:-dua.

T.F. ad-n-ruḥ azk:a s*baḥ zik?

K.A. al:a. ur-n-t:ruḥ̣-ara zik. t*umubil ur-t-k*l:'ara alami dt:mnia. ad-n-aud* g:-lžuaiḥ n-t:s'a.

T.F. mlmi-ara-i-fak: suk*?

K.A. ur-i-t:fak:-ara alami i-ns*f uas. ad-i-fak: g-lžuaiḥ n-luḥda / luk*t n-tz*alit.

T.F. nk:i daγn zmr-γ ad-zr*-γ lžam' aida t:z*al-n md:n?

K.A. azk:a ma-t-bγi-d* ad-t-as-d* d:id-i. k:s sbat*-ik.

šlil id*arn-ik. t-k*im-d* / ulamadiun ur-k-i-t:la'i. ial:ah / ad-n-ruḥ ad-n-gn azuḥ alaxat*r f-r:b'a ad-ruḥ-γ ad-užd-γ ašu-ara-aui-γ azk:a γr-suk*.

Questions

1. t*am fšr / i-bγa ad-i-gn?

2. k'u 'bd*l:ah / i-uašu i-bγa ad-i-gn?

3. azk:a / dašu dlžm'a niγ dlxmis?

4. mnhu-ara-magr-n g:-suk*?

5. s-uašu-ara-ruḥ-n γr-suk*?

6. f-ašḥal sa'a t-t:ruḥ t*umubil?

7. g:-suk* ad-ili-n at*as n-md:n?

8. ansi-t:ruḥ-n md:n γr-suk*?

9. mlmi-ara-i-fak: s*uk*?

10. f-luḥda / aida-ara-ruḥ-n md:n?

11. t*am fšr / i-bγa ad-i-zur* lžam'?

12. k'u 'bd*l:ah / i-t:z*ala?

13. imslmn /mara-kšm-n γr-lžam' t:k:s-n sbat*?

14. imslmn / mara-kšm-n γr-lžam' ašu-xd:m-n?

15. ašu-ara-i-užd k'u 'bd*l:ah?

Unit IX Notes

I Syntax

A. Expressions of Place, Time, Manner

Within the Kabyle sentence it is possible to include a number of modifiers that are equivalent to English adverbial expressions of time, place, or manner. Many of these modifiers can be classified, on the basis of form, as noun phrases or as particles. In some dialects, especially those used in urban areas, many have been borrowed from Arabic. It is important to consider the relationship of these modifiers to other constituents of the sentence; for it is this relationship that determines the position of individual modifiers within each sentence.

One of the most frequent types of modifier is that of place. Such expressions may be divided into three categories: particles, nominal phrases, and affixes. The particles dag:i and dihin are the most frequent, and these may occur in both nominal and verbal sentences. The usual position for these particles is at the end of the phrase in which they are used. If they are a part of the complement (and they usually are) they will be found after the other constituents of the complement. Only when additional phrases may be considered extensions or definitions of the particles do they follow the particles:

i-uγa lfakia dihin.	i-uγa lfakia dihin g:-suk*.

ad-n-k*im dag:i.   ad-n-k*im dag:i zat
                        n-lmid:a.

The second type of locative expression usually includes a prepositional prefix. These phrases, then, may be considered nominal phrases because of the fact that the prepositional prefixes occur with noun stems. The position of these phrases varies because they may be used as modifiers of nominal phrases, or they may occur in complements. The general rule for position is like that used for dag:i and dihin: at the end of the phrase of which they are a part. In the examples given above it is clear that they occur after dihin or dag:i when they are parts of the same phrase. The same rule is applied when they occur in noun phrases:

md:n si-k:ul tudrin ad-ruḥ-n γr-suk*.

tibḥirt zat uuxam-ag:i dagla-nγ.

A third type of locative expression is formed with affixes. These correspond to English demonstratives, and they may occur in Kabyle either with nouns or with verbs. There are special forms, of course, that must be used with noun stems and others that occur only with verb stems. These special forms will be discussed in the section on Morphology below. The relevant fact here is position. For these affixes as for the particles and nominal phrases we find that the position is fixed at the end of a sequence. In other words, the demonstrative affix occurring with nouns is placed after the noun stem, either singular or plural:

argaz-ag:i dak*baili.

irgazn-ihin ditmat-nγ.

These examples show that the affixes are placed after the stem and after the plural affix.

When the demonstrative affixes are used with verbs, the position of the affix is determined by the presence or absence of other affixes in the verb sequence. If the demonstratives or locatives are considered a part of the complement one can say that the rules governing the position of the object affixes also govern the position of the demonstratives. Furthermore, the demonstratives are at the end of the sequence of complement affixes, and this is consistent with the position of the locative constituent in other phrases:

aui-d: aman.	'Bring the water.'
aui-n aman.	'Take the water.'
aui aman	'Carry the water.'
i-ufa-d: aγiul.	'(It was here that) he found the donkey.'
i-ufa-t-id:	'(It was here that) he found it.'
i-uii-d:aman i-xalt-is.	'He brought his aunt the water.'
i-uii-tn-id: i-xalt-is.	'He brought them to his aunt.'
i-uii-as-tn-id:.	'He brought them to him/her.'

The statements that have been made above do not apply when the expression of place is to be emphasized. The position of emphasis is the initial position in the sentence; and when place or location is stressed, it occupies this position:

γr-suk* ad-n-ruḥ azk:a.	'It's the market we'll go to tomorrow.' (not somewhere else)
si-lbir i-uui-d: aman.	'It was the well that he brought the water from.' (not the spring)

Only expressions of place that are parts of the complement phrase can be emphasized in this way. If an expression of place occurs in the initial position of the sentence, therefore, it cannot be interpreted as the modifier of a noun phrase in the sentence. Furthermore, when the locative expressions occur at the beginning of the sentence, a locative affix is frequently added to the verb stem. This is consistent with the pattern described in Unit VII, repetition of a constituent when that constituent occurs in a position that is not its usual sentence position.

The only expressions of place that have been omitted in the preceding description are those that can beclassified as interrogatives. Because the interrogative element of a sentence is usually stressed, it usually occurs at the beginning of a sentence. If the sentence is a verbal sentence, the interrogative of place may function as a verbal prefix. If the sentence is nominal, the interrogative may function as an independent word. It is only in the nominal sentence that the position of the interrogative may be varied:

an-si-d:-i-usa k’u?	'Where did K'u come from?'
an-si k’u?	'Where is K'u from?'
k’u / an-si-t?	'Where is K'u from?

Notice again that in the last sentence, the noun occupies a position that is not customary in sentences of this type; therefore, it is repeated as an affix after the interrogative.

Expressions of time may be divided, on the basis of form, into categories similar to those used for expressions of place: noun phrases, participles, and affixes. The major distinction between the two types of expression is the fact that an expression of time usually precedes an expression of place unless, of course, the expression of place is emphasized and occurs at the beginning of a sentence:

ad-n-ruḥ azk:a γr-suk*.
i-xd:m as-ag:i g:-tbḥirt.
i-zra*-t id*li zat uuxam-is.

Another distinction is the fact that there is no nominal affix of time comparable with the demonstratives -ag:i and -ihin. Furthermore, there seems to be a tendency to emphasize expressions of time more frequently than locatives. When this is done, the addition of an affix to the verb phrase is not required.

The temporal interrogatives occur almost exclusively with verbs in contrast to the locatives, but their position is the same as that of other interrogatives: at the beginning of the sentence. In many dialects of Kabyle, these interrogatives have been borrowed from Arabic. In others, however, the occurrence of the interrogative marker /m/ shows clearly the relationship between Kabyle and other Berber languages, a relationship obscured by the fact that /m/ does not occur in other interrogatives.

Expressions of manner in Kabyle are more difficult to define than those of place and time. It seems reasonable, however, to include quantifiers such as at*as and azuḥ in this class. In addition noun phrases with prepositional prefixes may be considered members of the same class:

ad-n-ruḥ f-t*umubil γr-suk*.
n-lha at*as.
ad-t-gn-d* azuḥ.

These expressions usually precede those of place, but they follow those of time. The interrogative forms, of course, occur in initial position.

II Morphology

A. Locative Affixes

The affixes -(i)d: and -(i)n whose syntactic function was described in the preceding section may be considered standard items in the system of verb affixes. The first occurs more frequently than the second; and in some dialects of Kabyle, the second is hardly ever used. Although these affixes are primarily locative, they may also have a temporal function. The first indicates proximity, and it may be used to refer to motion, location, or contiguity of actions:

i-uui-d: aman si-lbir.	'He brought the water from the well.'
i-k*im-id:	'He sat here.'
i-na-ii-d:...	'Then he said to me...' (immediately after doing something already referred to.)

The second affix, when it is used, indicates distance or removal. It is used almost exclusively with verbs of motion:

i-uui-n aman si-lbir.	'He took the water away from the well.'
uud*-n-in f-luḥda.	'They arrived there at one 0'clock.'

The examples illustrate the fact that the vowel /i/ may be added at the beginning of these affixes when they occur after consonants. This addition of a vowel is found in some dialects but not in others, so it may be considered optional.

B. Prepositions with Interrogatives

Because the interrogative part of an expression is the part emphasized, the general rule that prepositions occur as prefixes does not always apply. This is clear in forms such as *an-si* and *a(n)i-da*. There are other examples of this general principle: *ai-γf*; *ai-γr*; *ašu-γf*. In some cases, however, the preposition may precede the interrogative: *s-uašu*; *f-uašu*. In these cases, the interrogatives are usually expressions of manner; and this morphological feature serves to distinguish them from those of place and time.

C. Prepositions with Personal Pronouns

Some of the prepositions in Kabyle, especially those consisting of a single consonant, have special forms when they occur before personal pronouns. The pronouns, of course, are reduced to affixes when they occur with prepositions, but the prepositions may be lengthened by the addition of a vowel or another consonant. For example, *f-* occurs as *fl:-* before pronouns. In other cases, the form of the preposition before a pronoun may be different from its form before a noun although often the difference can be traced to dialectal variations. Before pronouns *g:-*, for example, may assume the form *dii-*. This form is closely related to the form *di-* which occurs in western dialects. The most common prepositions with varying forms are illustrated below:

f-uγiul	fl:-as
g:-uxam	dii-s
d:-tmut*ut	id-s/ d:id-s
s(i)-lbir	sii-s
γr-uxam	γur-s.

Pattern Drill

I

bγi-γ ad-gn-γ.	(tura)
bγi-γ ad-gn-γ tura.	
tura bγi-γ ad-gn-γ.	
ad-ruḥ-n γr-suk*.	(azk:a)
ad-ruḥ-n azk:a γr-suk*.	
azk:a ad-ruḥ-n γr-suk*.	
t-uui-d: aman si-lbir.	(id*li)
t-uui-d: aman id*li si-lbir.	
id*li t-uui-d: aman si-lbir.	
uγi-γ t*aiazid*.	(durt i-'da-n)
uγi-γ t*aiazid* durt i-'da-n.	
durt i-'da-n uγi-γ t*aiazid*.	
md:n t:z*al-n	(f-luḥda)
md:n t:z*al-n f-luḥda.	
f-luḥda t:z*al-n md:n.	
irgazn xd:m-n g:tbḥirt-nsn.	(k:ul uas)
irgazn xd:m-n k:ul uas g:-tbḥirt-nsn.	
k:ul uas xd:m-n irgazn g:-tbḥirt-nsn.	
'ami i-z*a lxdra.	(asg*as i-'da-n)
'ami i-z*a lxdra asg*as i-'da-n.	
asg*as i-'da-n i-z*a 'ami lxdra.	

g:-suk* la-n at*as n-md:n. (as-ag:i)
g:-suk* la-n at*as n-md:n as-ag:i.
as-ag:i la-n at*as n-md:n g:-suk*.

n-ca šrba at*as. (g:-iid*)
n-ca šrba at*as g:-iid*.
g:-iid* n-ca šrba at*as.

md:n ur-t:aγ-n-ara lfakia. (durt-ag:i)
md:n ur-t:aγ-n-ara lfakia durt-ag:i.
durt-ag:i ur-t:aγ-n-ara md:n lfakia.

II

ad-n-ruḥ azk:a. (γr-suk*)
ad-n-ruḥ azk:a γr-suk*.
γr-suk* ad-n-ruḥ azk:a.

i-t:aui aman. (si-lbir)
i-t:aui aman si-lbir.
si-lbir i-t:aui aman.

zr*i-γ amd:akul-iu. (g:-td:art-is)
zr*i-γ amd:akul-iu g:-td:art-is.
g:-td:art-is zr*i-γ amd:akul-iu.

tulauin t:ruḥ-nt k:ul uas. (γr-lḥmam)
tulauin t:ruḥ-nt k:ul uas γr-lḥmam.
γr-lḥmam t:ruḥ-nt tulauin k:ul uas.

tak*arst mk*r-t. (g:-lžnan-ag:i)

tak*arst g:-lžnan-ag:i mk*r-t.

mk*r-t tk*arst g:-lžnan-ag:i.

md:n ad-znz-n lfakia. (si-k:ul tud:rin)

md:n si-k:ul tud:rin ad-znz-n lfakia.

ad-znz-n md:n si-k:ul tud:rin lfakia.

aman dismad*n. (si-tala-ihin)

aman si-tala-ihin dismad*n.

dismad*n daman si-tala-ihin.

abrid-ag:i γzif. (zat uuxam-nγ)

abrid-ag:i zat uuxam-nγ γzif.

γzif ubrid-ag:i zat uuxam-nγ.

n-t:aui aman si-lbir. (γr-uxam-nγ)

n-t:aui-d: aman si-lbir γr-uxam-nγ.

γr-uxam-nγ n-t:aui-d: aman.

n-t:aui aman γr-uxam. (si-lbir-ag:i)

n-t:aui-in aman si-lbir-ag:i γr-uxam.

si-lbir-ag:i n-t:aui-in aman γr-uxam.

III

md:n bγa-n ad-gn-n tura.

mlmi-bγa-n ad-gn-n md:n?

imaulan ad-ruḥ-n azk:a γr-suk*.
mlmi-ara-ruḥ-n imaulan γr-suk*?

tulauin uui-nt-id: aman id*li si-lbir.
mlmi-d:-uui-nt tulauin aman si-lbir?

durt i-'da-n i-uγa-ias baba-s t*aiazid*.
mlmi-as-i-uγa baba-s t*aiazid*?

f-luḥda t:z*al-n md:n.
f-ašḥal sa'a t:z*al-n md:n?

argaz-ihin i-uška-d: si-bgait.
an-si-d:-i-uška urgaz-ihin?

n-zr*a imd:ukal-nγ g:suk*.
aida-n-zr*a imd:ukal-nγ?

ad-aui-γ lfakia γr-tmdint.
s-ani-ara-aui-γ lfakia?
a(n)i-γr-ara-aui-γ lfakia?

tit:faḥin / n-ufa-tnt g:lžnan-ihin.
tit:faḥin / aida-tnt-n-ufa?

afl;aḥ ad-i-aui lḥuaiž si-lfirma γr-suk*.
an-si-ara-i-aui ufl:aḥ lḥuaiž?
s-ani-ara-i-aui ufl:aḥ lḥuaiž?

IV

t-zr*i-d* argaz?	(zat uuxam-ihin)
t-zr*i-d* argaz zat uuxam-ihin?	(tura)
t-zr*i-d* argaz zat uuxam-ihin tura?	(si-bgait)
t-zr*i-d* argaz si-bgait zat uuxam-ihin tura?	

z*i-γ iflfl.	(asg*as i-'da-n)
z*i-γ iflfl asg*as i-'da-n.	(ak*rḥan)
z*i-γ iflfl ak*rḥan asg*as i-'da-n.	(g:-tbḥirt-iu)
z*i-γ iflfl ak*rḥan asg*as i-'da-n g:-tbḥirt-iu.	

tak*ars*t t-t:ak at*as n-lk*ars*.	(g:-lžnan-ag:i)
tak*ars*t g:-lžnan-ag:i t:t:ak at*as n-lk*ars*.	(k:ul asg*as)
tak*ars*t g:-lžnan-ag:i t-t:ak at*as n-lk*ars* k:ul asg*as.	(tamk*rant)
tak*ars*t tamk*rant g:-lžnan-ag:i t-t:ak at*as n-lk*ars* k:ul asg*as.	

ikrarn dag:la-nγ.	(zat n-tzmurt)
ikrarn zat n-tzmurt dag:la-nγ.	(dihin)
ikrarn dihin zat n-tzmurt dag:la-nγ.	(ibrkann)
ikrarn ibrkann dihin zat n-tzmurt dag:la-nγ.	

ur-t-t:ruḥ-ara γr-tḥanut.	(azk:a)
ur-t-t:ruḥ-ara azk:a γr-tḥanut.	(n-'ami-s)
ur-t-t:ruḥ-ara azk:a γr-tḥanut n-'ami-s.	(g:-td:art)
ur-t-t:ruḥ-ara azk:a γr-tḥanut n-'ami-s g:-td:art.	

Narrative

t*am fš:r i-bγa ad-i-gn azuḥ. k'u i-na-ias bl:i azk:a ad-ili γur-sn šγl at*as.

azk:a das n-suk* g:-bgait. k:ul md:n ad-ruḥ-n / ad-suuk*-n / ad-magr-n imd:ukal d:-imaulan.

ad-ili-n md:n at*as g:-bgait. t:ruḥ-n si-k:ul tudrin γr-suk*. t:aui-n lxdra d:-lfakia d:-lmal n-lfirmat-nsn baš ad-tn-znz-n. t:aγ-n lḥuaiž d:-sl'a d:-dua.

k'u d:-t*am fš:r ad-ruḥ-n g:-lžuaiḥ n-t:mnia. suk* ad-i-fak: g:-lžuaiḥ n-luḥda.

t*am i-bγa ad-i-ruḥ γr-lžam'. k'u ad-i-ruḥ d:id-s. ad-k:s-n sbat*-nsn. ad-šlil-n id*arn-sn.

f-r:b'a k'u ad-i-užd ašu-ara-i-aui azk:a γr-suk*.

aṣ̌hal sa'a	how many hours
tura	then; now
aṣ̌hal sa'a tura?	what time is it now?
k*rib	near
t:mnia	eight (o'clock)
k*rib d:-t:mnia.	It's about eight o'clock.
't*l	delay
ur-t-t:'t*il-ara	she will not delay
t*umubil ur-t-t:'t*il-ara	the bus will not take long
t*umubil ur-t-t:'t*il-ara tura.	The bus won't take long now. (we won't have to wait much longer for the bus now)
t-zr*i-d*	you saw
axam-ihin amlal	that white house
ak:amiun	truck
ak:amiun-ihin amk*ran	that big truck
zat uuk:amiun-ihin amk*ran	near that big truck
t-zr*i-d* axam-ihin amlal zat uuk:amiun-ihin amk*ran?	Do you see that white house near that big truck?
dui-n:i	it(is) the one that
ag:araž	garage

n-t*umubil	of the bus, car
dui-n:i dag:araž n-t*umubil	That('s) the one that's the garage for the bus.
argaz-ihin	that man
tašašit	hat; cap
tašašit tazg*aγt	red hat; fez
l:i	open
ai-i-l:i-n	who is opening
taburt; tibura	door; doors
taburt uug:araž	garage door
argaz-ihin s-tšašit tazg*aγt ai-i-l:i-n taburt uug:araž.../	That man with the red hat who's opening the garage door...
ašifur	driver
dui-n:i dašifur	it's that one who's the driver
argaz-ihin s-tšašit tazg*aγt ai-i-l:i-n taburt uug:araž dui-n:i dašifur?	That man with the red cap who's opening the garage door, is he the driver?
ak:untrulur	conductor
al:a. uin dak:untrulur.	No, that one's the conductor
zdγ	live; reside
ašifur i-zd:γ	the driver lives

sufl uug:araž	over the garage
ašifur i-zd:γ sufl uug:araž.	The driver lives over the garage.
ḥmu	become hot
sḥmu	heat
i-sḥmai	he is heating
amut*ur	motor; engine
amut*ur n-t*umubil	motor of the bus
ahat i-sḥmai amut*ur n-t*umubil tura.	Maybe he's warming up the motor of the bus now.
ha-t:a-n / ha-t:a-n t*umubil.	There it is; there's the bus.
zi'	apparently
aždid	new (one) m.
taždid*	new (one) f.
zi' dtaždid*.	Then it's a new one.
uγa-n	they bought
uγa-n-t:	they bought her
usan-ag:i	these days; recently
ahat uγa-n-t: usan-ag:i.	Perhaps they bought it recently.
ag:ur	month
ag:ur i-'d:a-n	last month
iih. uγa-n-t: ag:ur i-'d:a-n.	Yes, they bought it last month.

srs	put; place
srs-n	they placed; put (aside)
ak*dim	old (one) m.
tak*dimt	old (one) f.
srs-n tak*dimt.	They gave up the old one.
d:m	take
d:m-n	they took
tag:i	this one (f.)
d;m-n tag:i.	They took this one.
ržu	wait
ržu-ii	wait for me
a-si t*am / ržu-ii dag:i.	Wait for me here, Tom.
uγl	return
ad-uγl-γ	I'll return
tura ad-uγl-γ.	I'll be right back.

...

abii	ticket
abii-nk	your ticket
a-si t*am / ha-ta ubii-nk.	Here's your ticket, Tom.
a-g:ma	brother; friend (voc.)

ašḥal a-g:ma?	How much (do I owe you)?
j	leave; let
j-ii	leave me; let me
xls	pay
ad-xls-γ	I'll pay
j-ii ad-xls-γ tag:i.	Let me pay for this one.
l'ada	custom
g:-tmurt-nγ	in our country
dl'ada g:-tmurt-nγ.	It's the custom in our country.
ali	climb; mount; board
ad-n-ali	we'll board
ial:ah / ad-n-ali/	Come on. Let's get on...
mulaš	so that...not
mulaš-aγ-t-j t*umubil	so the bus won't leave us
ial:ah / ad-n-ali / mulaš-aγ-t-j t*umubil.	Come on. Let's get on so the bus won't leave us.
itmatn	brothers; friends
ai-itmatn	brothers; friends (voc.)
γiul	hurry
γiul-t azuḥ	hurry up a little
ai-itmatn / γiul-t azuḥ...	Hurry up friends...

ad-n-aud*	we'll arrive
baš ad-n-aud*	so we'll arrive
ak*bl	before
ma-ara-i-ḥmu	he will become hot
it*iž	sun
baš ad-n-aud* ak*bl ma-ara-i-ḥmu it*iž.	...so that we'll arrive before the sun gets hot.
ai-itmatn / γiul-t azuḥ baš ad-n-aud* ak*bl ma-ara-i-ḥmu it*iž.	Hurry up, friends, so we'll arrive before the sun gets hot.
ia-'mi sa'id	Saīd!
ruḥ	go
ia-'mi sa'id / ruḥ.	(All right) Saī, start.

...

ixamn-ag:i	these houses
dašu dixamn-ag:i?	What are these houses?
i-uašu	why
rγu	burn (intr.)
i-uašu rγa-n?	Why have they burned?
lg:ira	war
g:-lg:ira-n:i	in that war (that you know about)

srγ	burn (tr.)
srγ-n-tn	they burned them
a'skri	soldier
l'skr	soldiers
g:-ig:ira-n:i srγ-n-tn l'skr.	In the war the soldiers burned them.
t-zr*i-d*	you saw
axam-ihin	that house
ak*rmud	roof
s-uk*rmud azg*aγ	with the red roof
t-zr*i-d* axam-ihin s-uk*rmud azg*aγ /	Do you see that house with the red roof...
kru	rent
ai-i-kra	which he has rented
duin ai-i-kra m:i.	... that's the one my son rented.
t-zr*i-d* axam-ihin s-uk*rmud azg*aγ / duin ai-i-kra m:i.	Do you see that house with the red roof? That's the one my son rented.
i-b'd azuḥ	it's rather far
tad:art-nγ	our village
i-b'd azuḥ f-td:art-nγ /	It's rather far from our village...
luašul t:ruḥ-n	the children go
iγial	donkeys

isrd:ian	mules
bsḥ luašul t:ruḥ-n f-iγial d:-isrd:ian.	... but the children travel by donkey and by mule.
la-nt	they are (f.)
at*as n-t*umubilat	many cars, busses
i-uašu	why
ha-ta-n la-nt at*as n-t*umubilat tura / i-uašu?	Now there's a lot of traffic, why?
alaxat*r	because
k*rib	near
ad-n-aud*	we will arrive
γr-bgait	to Bougie
alaxat*r k*rib ad-n-aud* γr-bgait.	Because we have almost reached Bougie.

Dialogue

T.F. ašḥal sa'a tura?

K.A. k*rib d:-t:mnia. t*umubil ur-t-t:'til-ara tura. t-zr*i-d* axam-ihin amlal zat uuk:amiun-ihin amk*ran? dui-n:i dagaraž n-t*umubil.

T.F. argaz-ihin s-tšašit tazg*aγt ai-i-l:i-n taburt uug:araž / dui-n:i dašifur?

K.A. al:a. uin dak:untrulur ašifur i-zd:γ sufl uug:araž. ahat i-sḥmai amut*ur n-t*umubil tura. ha-t:a-n / ha-t:a-n t*umubil.

T.F. argaz-ihin s-tšašit tazg*aγt ai-i-l:-n taburt uug:araž / dui-n:i dašifur?

K.A. al:a uin dak:untrulur. ašifur i-zd:γ sufl uug:araž. ahat i-sḥmai amut*ur n-t*umubil tura. ha-t:a-n / ha-t:a-n t*umubil.

T.F. zi' dtaždid*. ahat uγa-n-t: asan-ag:i.

K.A. iih. uγa-n-t: ag:ur i-'d:a-n. srs-n tak*dimt. d:m-n tag:i. a-si t*am / rzu-ii dag:i. tura ad-uγal-γ.

...

K.A. a-si t*am / ha-ta ubii-nk.

T.F. ašḥal a-g:ma?

K.A. j:ii ad-xls-γ tag:i. dl'ada g:-tmurt-nγ. ial:ah / ad-n-ali / mulaš-aγ-t-j t*umubil.

C. ai-itmatn / γiul-t azuḥ baš ad-n-aud*ak*bl ma-ara-i-ḥmu it*iž. ia-'mi sa'id / ruḥ.

• • •

T.F. dašu ixamn-ag:i? i-uašu rγa-n?

K.A. g:-lg:ira-n:i srγ-n-tn l'skr. t-zr*i-d* axam-ihin s-uk*rmud azg*aγ / duin ai-i-kra m:i. i-b'd azuḥ f-td:art-nγ / bsḥ luašul t:ruḥ-n f-iγial d:isrd:ian.

T.F. ha-ta-n la-nt at*as n-t*umubilat tura / i-uašu?

K.A. alaxat*r k*rib ad-n-aud* γr-bgait.

Questions

1. ašḥal sa'a tura?
2. ašu-i-ila-n zat uuxam?
3. argaz zat uugaraž / mnhu-t?
4. ašu γur-s sufl uk*ru-is?
5. aida i-zd:γ ušifur?
6. amik ism-is ušifur?
7. t*umubil dtaždit?
8. aida t*umubil tak*dimt?
9. mnhu ai-i-uγ-n libii?
10. t*am fs:r i-bγa ad-i-xls amkan-is?
11. i-uašu ukuntrulur i-bγa ad-i-ruḥ?
12. i-uašu ixamn rγa-n?
13. s-uašu luašul t:ruḥ-n γr-lžam'?
14. aida ak*rmud azg*aγ?
15. zat n-bgait / la-nt at*as n-t*umubilat?

Unit X Notes

I Syntax

A. Series

The fact that there are few conjunctions in Kabyle makes it necessary to use prepositional prefixes and borrowed particles. Nouns connected in a series are usually connected by the prepositional prefix d:- 'with; and'. In some cases, however, the nouns may be placed one after another with the prefix d:- occurring only before the last noun of the sequence:

dii-s aksum tuarašt d:-iflfl.

n-zr*a 'ami-s xali-s d:-imd:ukal-ns.

If the series consists of a noun and a pronoun, the pronoun usually precedes the noun. In verbal sentences when such a series is used as part of the verb phrase (not the complement), it may be placed after the verb and serves to clarify or make more explicit the subject marker. For this reason there is usually agreement between the person of the subject marker and noun phrase, but the number of the subject marker in such sentences may be either singular or plural depending on emphasis:

n-ufa nk:i d:-k'u iun ak*žun.

ad-ruḥ-n k'u d:-g:ma-s γr-suk*.

ad-i-ruḥ urgaz d:-tamt*ut-is γr-suk*.

When the items in a series are verb phrases or clauses, the particle u may be used:

i-uui-d: aman u i-ca šrba.

ad-ruḥ-nt γr-lḥmam u ad-z*ur-nt tamdint.

Notice that there is a difference between sentences in which u is used and those in which it is not used:

i-ruḥ u ad-i-užd lḥuaiž.	'He left, and he'll prepare the things.'
i-ruḥ ad-i-užd lḥuaiž.	'He left to prepare the things.'

B. Negative Particles and Conjunctions

In addition to the standard negative affix ur-...-ara there are other negative particles used in Kabyle. In a negative series the affixes ur-... la-... la-... are used:

ur-tn-t-ufi la-g:-uxam la-g:-ubrid.

ur-sin-n la-ad-aγ-n la-ad-znz-n.

Other negative particles such as ula 'and ... not'; mulaš 'if... not; so that ... not'; ulama 'not even' occur less frequently. They are usually found connecting clauses rather than words.

II Morphology

A. Derived Verbs

Basic verb stems may be modified by the addition of prefixes as one can see by considering the relationship between the iterative form and the imperfect stem of certain basic verbs. Usually, the prefix t: is added to the imperfect stem to produce an iterative stem which is used with ur-...-ara as the negative of a form beginning with ad-. The same form, without ur-...-ara, may be used to express the idea of continuing or repeated action. In some verbs, internal stem changes are required as well as the addition of the prefix. These changes may be change of consonant from lenis to fortis or addition of a vowel.

Other stem modifications also occur. One of the most important is that which changes a verb stem from an intransitive verb to a transitive:

ḥmu	'become hot'	*sḥmu*	'heat'
fɣ	'leave'	*sfɣ*	'put out'
rs	'come to rest on'	*srs*	'put down'

In all of these forms a common feature is found: the prefix *s*. This prefix may be considered an indicator of causation since a common element of meaning in all verb stems in which it occurs is, "cause someone (or something) to + meaning of basic verb stem." An important feature of the prefix itself is the fact that it changes from /s/ to /z/ if /z/ occurs in the stem to which it is added:

nz	'be on sale'	*znz*	'sell'
azl	'run'	*zizl*	'cause to run'
bzg	' be wet'	*zbzg*	'moisten'

These derived stems may be used in almost the same way that the simple verb stems are used; that is, they occur with the same tense-aspect markers, subject markers, and locative affixes. There is an exception, of course, caused by the fact that all verbs derived by addition of the prefix *s* are transitive and must, therefore, have a different type of complement. They may occur with object affixes that are never found with intransitive verbs. Furthermore, it is not possible to derive a second stem by addition of another s.

B. The Affix -n:i

Demonstrative affixes considered before have been primarily locative in meaning. There is another affix -n:i which is not locative but which must, nevertheless, be considered a demonstrative affix. It occurs as a suffix with noun stems or with pronominal stems. Its meaning is equivalent to English 'the one who; the one which'. In other words it specifies an individual referred to in terms of a characteristic or activity. Since exact identification of the individual referred to cannot come until additional information has been given, it is possible to refer to this affix itself as an indefinite demonstrative:

argaz-n:i s-tšašit tazg*aγt	'that man, the one with the red hat'
ui-n:i dašifur	'That's the one who's the driver.'
nk:i-n:i dak*bail	'It's I who am the Kabyle.'

The occurrence of this affix is not restricted to use with masculine nouns or to occurrence with singular nouns:

tamt*ut-n:i zat uuxam	'that woman near the house'
lxalat-n:i dtimz*ianin	'those women who are small'.

II Morphology

C. Telling Time

The expressions used in telling time are borrowed from Arabic and the Arabic numerals are used exclusively in these expressions.

Usually, these numerals retain the definite article expessed either as *l* or as a fortis consonant at the beginning of those words that begin with a dental consonant. The basic question: *ašḥal sa'a tura*? is equivalent to the English, "what time is it now?" in most cases. In narratives, however, *tura* may refer to a point at which another action took place. In such cases, the question would be equivalent to "What time was it then?" The reply to the question will be: *tura dluḥda*; *l*rib d:-tmnia* or a similar expression. The numerals used in referring to the hours are:

luhda	one
žuž	two
t:lata	three
r:b'a	four
lxmsa	five
s:t:a	six
sb'a	seven
t:mnia	eight
t:s'a	nine
l'ašra	ten
lḥdaš	eleven
t:naš	twelve.

Pattern Drill

I

(ḥmu)

ḥma-n uaman

argaz ______aman.   i-sḥma

(ruḥ)

i-ruḥ uk*šiš γr-suk*

im:as ______ ak*šiš γr-suk*   i-sruḥ

(fγ)

i-fγ uk*žun

argaz ______ uk*žun   i-sufγ

(c)

luašul ca-n g:-l'aša.

ima-tnsn ______ luašul   t-sč

(nz)

nuz-nt lḥuaiž g:-tḥanut

bu-lḥuaiž   i-znz-itnt

(γiul)

mid:n γiul-n γr-t*umubil.

ašifur ______ mid:n γr-t*umubil   i-sγiul

(rs)

afnž i-rs sufl n-mid*a

il:i-s______ afnžal sufl n-mid*a   t-srs

(suu)

lmal sua-n at*as uuaman

_______ ufl:aḥ lmal at*as   i-s:uu

(k*im)

k*im-n imd:ukal-iu zat n-lmid*a

nk:i_______imd:ukal-iu zat n-lmid*a   sγim-γ

(azl)

i-uzl uγiul g:ubrid

_________ufl:aḥ aγiul g:ubrid   i-zazl

(bzg)

tura t-bzg tbḥirt

kci _________tbḥirt tura   t-zbzg-d*

(kšm)

kšm-n itmat-nγ γr-txamt-ag:i

nuk:ni __________itmat-nγ γr-txamt-ag:i.   n-škšm.

II

argaz-i-sḥma aman

argaz ad-_________aman   ad-i-sḥmu

im:as i-sruḥ ak*šiš γr-suk*

im:as ad-_________ak*šiš γr-suk*   ad-i-sruḥ

argaz i-sufγ uk*žun

argaz ad-________uk*žun   ad-i-sufγ

ima-tnsn t-sč luašul

ima-tnsn ad-________luašul ad-tnt-i-znz

bu-lḥuaiž i-znz-itnt.

bu-lḥuaiž ad-_______. ad-t-sc

ašifur i-sγiul mid:n γr-t*umubil

ašifur ad-________mid:n γr-t*umubil ad-i-sγiul

il:i-s t-srs afnžal sufl n-mid*a

il:i-s ad-________afnžal sufl n-mid*a ad-t-srs

i-s:uu ufl:aḥ lmal at*as

ad________ufl:aḥ lmal at*as ad-i-s:uu

nk:i sγim-γ imd:ukal-iu zat n-lmid*a

nk:i ad_______ imd:ukal-iu zat n-lmid*a ad-sγim-γ

i-zazl ufl:aḥ aγiul g:ubrid

ad-__________ufl:aḥ aγiul g:ubrid ad-sγim-γ

kci t-zbzg-d* tbḥirt tura

kci ad-_________tbḥirt tura ad-t-zbzg-d*

nuk:ni n-škšm itmat-nγ γr-txamt-ag:i

nuk:ni ad-__________itmat-nγ γr-txamt-ag:i ad-n-škšm

III

argaz ad-i-sḥmu aman

argaz ur-_________-ara aman.

ur-i-sḥmai-ara

im:as ad-i-sruḥ ak*šiš γr-suk*

im:as ur-________-ara ak*šiš γr-suk*

ur-i-t:sruḥ-ara

argaz ad-i-sufγ uk*žun

argaz ur-________-ara uk*žun

ur-i-t:sufγ-ara

ima-tnsn ad-tnt-i-znz luašul

ima-tnsn ur-________ ara luašul

ur-tnt-i-znza-ara

bu-lḥuaiž ad-t-sc.

bu-lḥuaiž ur-________-ara.

ur-t-s:c-ara

ašifur ad-i-sγiul mid:n γr-t*umubil

ašifur ur-________-ara mid:n γr-t*umubil

ur-i-sγiul-ara

il:i-s ad-t-srs afnžal sufl n-mid*a

il:i-s ur-________-ara afnžal sufl n-mid*a

ur-t-s:rs-ara

ad-i-s:uu ufl:aḥ lmal at*as

ur-________-ara ufl:aḥ lmal at*as

ur-i-s:u-ara

nk:i ad-sγim-γ ima:ukal-iu zat n-lmid*a

nk:i ur-________-ara imd:ukal-iu zat n-lmid*a

ur-sγima-γ-ara

ad-sγim-γ ufl:aḥ aγiul g:ubrid

ur-________-ara ufl:aḥ aγiul g:ubrid

ur-i-z:alz-ara

kci ad-t-zbzg-d* tbḥirt tura

kci ur-________-ara tbḥirt tura

ur-t-zbzg-d*-ara

nuk:ni ad-n-škšm itmat-nγ γr-txamt-ag:i

nuk:ni ur-________-ara itmat-nγ γr-txamt-ag:i

ur-n-škšam-ara

IV

i-zr*a amd:ak:l-is	i-zr*a-t
i-zr*a imd:uk:al-is	______________
t-zr*a baba-s g:-suk*	______________
t-zr*a itma-s g:suk*.	______________
zr*i-γ xalti id*li.	zr*i-γ-t: id*li
zr*i-γ xualti d*urt i-'da-n	______________
zr*i-γ ultma-s al-it*li.	______________
zr*i-γ istmas as n-lḥid.	______________
t-uui t*aiazit* si-suk*.	t-uui-t: si-suk*
n-ufa ak*žun zat uuxam.	______________
uγa-n lfak:ia g:-lžnan.	______________
i-sua aman si-tala.	______________
sua-n latai i-ḥman.	______________

Narrative

hat:n k*rib d-t:mnia t*umubil k*rib ad-t:ruḥ.

axam-ihin zat n-uk:amiu damlal.

argaz s-tšašit d-akuntrulur.

ašifur i-zdγ sufl uugaraž.

k:ul sbḥ i-sḥmai amutur.

t*umubil uγa-n-t: durt i-’da-n.

srs-n taždid* dm-n tak*dimnt.

k’u i-xls i-bla-is.

l’skr srγ-n ixamn.

bgait ur-t-b’id-ara f-tad:art n-k’u.

γur-k lhk*.	You're right.
b'd	be far
ur-t-b'id-ara	she is not far
ur-t-b'id-ara at*as	she is not very far
bgait ur-t-b'id-ara at*as.	Bougie is not very far.
ašḥal n-md:n	how many people
dii-s	in him; in her
ašḥal n-md:n dii-s?	How many people are there in it?
k*rib	near
mia	one hundred
alf	one thousand
miat alf	one hundred thousand
dii-s k*rib miat alf n-md:n.	There are nearly one hundred thousand people in it.
k:ul asg*as	every year
as-d:	arrive (here)
t:as-n-d:	they arrive
si-tud:rin	from the villages
k:ul asg*as t:as-n-d: md:n si-tud:rin.	Every year people come here from the villages.
s'u	have; acquire
t-s'a-m	you have
ala	only

t*umubil; t*umubilat	car; cars
g:-bgait t-s'a-m ala t*umubilat?	In Bougie do you have only cars?
n-s'a	we have
tamašint	train
al:a. n-s'a tamašint.	No, we have a train.
k:ul s*bḥ	every morning
t-t:ruḥ	she goes
tamdint tamk*rant	large city
timdinin timk*ranin	large cities
k:ul s*bh t-t:ruḥ γr-tmdinin timk*ranin.	Every morning it goes to the big cities.
γr-lzair	to Algiers
γr-k:mst*ina	to Constantine
γr-uhran	to Oran
t-t:ruḥ γr-lzair / γr-k:mst*ina / γr-uhran.	It goes to Algiers, Constantine, and Oran.
bγu	want; wish
ma-ara-bγu-n	when they wish
ad-ruḥ-n	they will go
lbhar	ocean; sea
sufl n-lbhar	by sea
ma-ara-bγu-n sufl n-lbhar	when they want to go by sea
rkb	board; get on
rk:b-n	they board
babur*; ibabur*n	ship; ships

rk:b-n g:-babur*n	they board ships
md:n ma-ara-bγu-n ad-ruḥ-n sufl n-lbhar rk:b-n g:-ibabur-n.	when people want to travel by sea, they take ships.

ma-ara-s'u-n	when they have
idrimn	coins; money
idrimn at*as	a lot of money
ma-ara-s'u-n idrimn at*as	when they have a lot of money
rk:b-n	they board
r*ublan; r*ublanat	airplane
rk:b-n g:-r*ublanat	they board planes
ma-ara-s'u-n idrimn at*as rk:b-n g:-r*ublanat.	If they have a lot of money, they take planes.

lbhar i-b'd	the sea is far
si-ag:i	from here
lbhar / i-b'd at*as si-ag:i?	Is the ocean very far away?

ali-	climb; go up
asmi	when
asmi-ara-n-ali	when we go up
γr-tmdint	to the city
ad-t-n-zr*	we'll see him
al:a. asmi-ara-n-ali γr-tmdint ad-t-n-zr*.	No, when we go up into the city, we'll see it.

ahat tura	perhaps now
ili	be (in, at)
la-n at*as n-md:n	there are a lot of people

lmrsa	harbor; waterfront
g:-lmrsa	at the harbor
ahat tura la-n at*as n-md:n g:-lmrsa.	Perhaps there are a lot of people at the harbor now.
tamdit	evening
tamdit-ag:i	this evening
sin ibabur*n	two ships
ad-ruḥ-n	they will leave
tamdit-ag:i sin iibabur*n ad-ruḥ-n.	This evening two ships will leave.
iun ad-i-ruḥ	one will go
γr-fransa	to France
iun ad-i-ruḥ γr-fransa	One will go to France.
uait*	the other (m.)
ad-i-ruḥ	he will go
γr-tmurt-ik	to your country
uait* ad-i-ruḥ γr-tmurt-ik.	The other will go to your country.
la-n at*as ibabur*n	there are many ships
ad-i-t:ruḥ-n	which go(es)
γr-lamirik:	to America; to the U.S.
la-n at*as ibabur*n ai-i-t:ruḥ-n γr-lamirik:?	Are there a lot of ships that go to the United States?
γr-uruba	to Europe
st:a niγ sb'a	six or seven
ai-i-t:ruh-n	which go(es)

g:-durt	in a week
al:a. bsḥ γr-uruba st:a niγ sb’a ai-i-t:ruḥ-n g:-durt.	No, but (there are) six or seven a week that go to Europe.
durt i-’d:a-n	last week
xmsa ibabur*n	five ships
si-i-ruḥ-n	that went
γr-fransa	to France
durt i-’da-n xmsa ibabur*n ai-i-ruḥ-n γr-fransa.	Last week (there were) five ships that went to France.
r*ublanat	airplanes
u r*ublanat / ašḥal?	And how many airplanes (are there)?
anbdu	summer
g:-unbdu	in the summer
la-nt at*as n-r*ublanat	there are many planes
frfr	flutter; fly
ai-i-frfr-n	that fly
g:-unbdu la-nt at*as n-r*ublanat ai-i-frfr-n.	In the summer there are a lot of planes that fly.
š:tua	winter
g:-š:tua	in the winter
ur-li-nt-ara at*as	there are not many
bsḥ g:-š:tua ur-li-nt-ara at*as.	But in the winter there aren't many.
lḥal	condition; weather;state
γur-un	to you (m.pl.)

amik lḥal ɣur-un?	How are things in your country?
g:-tmurt-nɣ	in our country
kulši	everything
g:-tmurt-nɣ n-s'a kulši.	In our country we have all these things.
ibabur*n	ships
timašinin	trains
r*ublanat	planes
amitru; imitrun	subway; subways
n-s'a ibabur*n timašinin r*ublanat imitrun.	We have ships, trains, planes, and subways...
alaxat*r	because
tamurt dtamk*rant	the country is large
alaxat*r tamurt dtamk*rant	because the country is large
n-s'a ibabur*n timašinin r*ublanat imitrun / alaxat*r tamurt dtamk*rant.	We have ships, trains, planes, and subways because the country is large.
n-s:afar at*as	we travel a lot
u nk*ni n-s:afar at*as.	And we travel a lot.
ɣur-k lḥk*.	You are right.
uin	that one (m.)
ai-i-safr-n	who travels
ag:ur	month
uin ai-i-safr-n ag:ur	one who has traveled a month
ḥfd	learn

ad-i-ḥfd	he will learn
axir	better
uin ai-i-k*im-n	the one who has remained
g:-uxam-is	in his house
asg*as	year
uin ai-i-k*im-n g:-uxam-is asg*as	one who has stayed home a year
uin ai-i-safr-n ag:ur ad-i-ḥfd axir n-uin ai-i-k*im-n g:-uxam-is asg*as.	One who has traveled a month learns more than one who has stayed at home a year.
an-ui	which
ai-i-t'it*-n	who are calling
an-ui dmd:n ai-i-t'it*-n?	Who are the people who are calling?
ui-n:i	that one (which)
dui-n:i dsuk*.	That's the market.

Dialogue

T.F. γur-k lhk*. bgait ur-t-b'id-ara at*as. ašḥal n-md:n dii-s?

K.A. dii-s k*rib miat alf n-md:n. k:ul asg*as t:as-n-d: md:n di-k:ul tud:rin.

T.F. g:-bgait t-s'a-m ala t*umubilat?

K.A. al:a. n-s'a tamašint. k:ul s*bḥ t-t:ruḥ γr-tmdinin timk*ranin. t-t:ruḥ γr-lzair / γr-k:mst*ina/ γr-uhran. md:n ma-ara-bγu-n sufl n-lbhar rk:b-n g:-ibabur*n. ma-ara-s'u-n idrimn at*as rk:b-n g:-r*ublanat.

T.F. lbhar / i-b'd at*as si-ag:i?

K.A. al:a. asmi-ara-n-ali γr-tmdint ad-t-n-zr*. ahat tura la-n at*as n-md:n g:-lmrsa. tamdit-ag:i sin iibabur*n ad-ruḥ-n. iun ad-i-ruḥ γr-fransa. uait* ad-i-ruḥ γr-tmurt-ik.

T.F. la-n at*as ibabur*n ai-i-t:ruḥ-n γr-lamirik:?

K.A. al:a. bsḥ γr-uruba st:a niγ sb'a ai-i-t:ruḥ-n g:-durt. durt i-'d:a-n xmsa ibabur*n ai-i-ruḥ-n γr-fransa.

T.F. u r*ublanat / ašḥal?

K.A. g:-unbdu la-nt at*as n-r*ublanat ai-i-frfr-n. bsḥ g:-š:tua ur-li-nt-ara at*as. amik lḥal γur-un?

T.F. g:-tmurt-nγ n-s'a kulši. n-s'a ibabur*n timašinin r*ublanat imitrun / alaxat*r tamurt dtamk*rant. u nk:ni n-s:afar at*as.

K.A. γur-k lhk*. uin ai-i-safr-n ag:ur ad-i-hfd axir n-uin ai-i-k*im-n g:uxam-is asg*as.

T.F. an-ui dmd:n ai-i-t'it*-n?

K.A. dui-n:i d-suk*.

Questions

1. bgait t-b'd at*as?
2. ašḥal n-md:n dii-s?
3. g:-bgait s'a-n imitrun?
4. i-b'd lbhar f-tmdint?
5. aida lmrsa?
6. mnhu ai-i-rk:b-n g:-ibabur*n?
7. ašḥal ibabur*n t:ruḥ-n γr-fransa?
8. t:ruḥ-n at*as ibabur*n i-lamirik:?
9. la-nt at*as n-r*ublanat g:-unbdu?
10. la-nt at*as n-r*ublanat g:-š:tua?
11. g:-tmurt n-t*am fš:r s'a-n iγial?
12. s-uašu s:afar-n g:-tmurt n-t*am fš:r?
13. k'u i-t:ḥibi ad-i-safr?
14. mnhu ai-i-hfd-n at*as?
15. md:n ai-i-t'it*-n / aida-tn?

Unit XI Notes

I Syntax

A. ili and s'u

These verbs have occurred in the preceding units, but the sentences in which they occur seem to have the same English equivalents as those in which they do not occur. Closer examination shows that there are special characteristics associated with each of the two verbs that serves to separate the sentences that include them from those that do not.

ili 'be' expresses the idea of existence. This idea does not include the concepts of location, identity,or characterization of the noun subject. In the preceding units, the use of nominal sentences for the first two concepts and the use of nominal sentences or verbal sentences of a special type for the third have been illustrated. In the question, l-an at*as n-md:n?, "Are there many people?" reference is made to the existence of many people, i.e., a crowd, not to their location. This sentence is in contrast with, dii-s at*as n-md:n?, "Are many people in it (there)?", in which information is requested about the location and the quantity of the people. In the second question the speaker knows the existence of many people to be a fact; he wants to know whether his assumption about their location is correct. In the first question, however, the existence of a crowd is not known to be a fact. This concept is illustrated again in the sentence: g:-unbdu la-nt at*as n-r*ublanat. "In the summer there are many airplanes." Here the speaker is reporting the fact that many airplanes do exist.

The location, identity, or special characteristics of the planes themselves may be considered irrelevant. It is only their existence that the speaker considers important. In some cases it is possible to find sentences that are almost identical in form:

t-la tmašint g:-bgait. *tamašint g:-bgait.*

The first sentence expresses the idea that there is indeed a railway in Bougie; its existence is the fact that is being verified or reported. In the second sentence, however, there has been no question about the existence of a railway; this is known to be a fact. The fact that is being explicitly stated is the location of the railway in Bougie. Other examples of this type can be found:

la-n at*as n-lmal g:-lfirmat-nsn.	at*as n-lmal g:-lfirmat-nsn.
luašul la-n g:-lžam'.	luašul g:-lžam'.
i-la uk*baili g:-lzair.	ak*baili g:-lzair.

The first sentence in each pair may be considered a type of definition, not of the initial noun but of the noun that follows the preposition. In other words, the first sentence of each pair may occur as an answer to a question of the form: What is (*noun after preposition*)? The second statement in each pair is (or may be) an answer to the question: Where is (*first noun*)?

The basic meaning of the verb *s'u* is that of acquisition. When used in the perfect, the verb indicates that the acquisition is already a fact, and possession is implied. For this reason, sentences in which *s'u* is used may seem to be equivalent to those in which the preposition *γur-* with pronominal affix is used. When the statement is used to verify the fact of possession through acquisition, the verb *s'u* is used. It is only when there is no question about possession (merely about the objects possessed) that the prepositional construction is used:

i-s'a lmal.	γur-s lmal.
s'i-γ ak*žun.	γur-i ak*žun.

The first sentence in each of the preceding pairs may be considered a response to a question or statement in which some question about the fact of acquisition has been raised. The sentences then serve to eliminate this question. The second sentence in each pair may be a response to a question in which information about the nature of the things owned has been requested. It does not serve to eliminate doubt about acquisition because no question about this fact has been raised. This can be stated another way by saying that the first sentence of each pair may be the answer to a question of the form: What did (*Subject*) do? The second is the answer to the question: What is the relationship between (*Pronoun Affix*) and (*Noun*)?

The distinctions described above are important only when the perfect of the two verbs is considered. If existence is not a fact, or if acquisition has not yet been accomplished, there is no possibility that the sentences in which the two verbs occur will be confused with nominal sentences. The use of imperfect forms is, therefore, consistent with the uses described for other verbs:

ad-ili-n at*as n-md:n. 'There will be many people.'

ad-ili-nt r*ublanat g:-unbdu.	'There'll be planes in the summer.'
ad-ili-n luašul g:-lžam'.	'There will be children in school.'
ad-i-s'u lmal.	'He'll get the livestock.'
ad-t-s'u lfakia.	'She'll get the fruit.'
ad-s'u-γ ak*žun.	'I'll get a dog.'

(Special Note: In some of the dialects of Kabyle, there is evidence of a trend to equate nominal sentences with verbal sentences of the type described above. This is most apparent in the use of the negative. In those dialects which maintain the distinction between sentences such as i-s'a lmal and γur-s lmal, the negative of the second sentence may require the use of a special particle such as ulaš or ulah, or it may be said not to exist. In the second case, the question γur-s lmal? can be answered in the negative only by using a verbal sentence containing s'u, aγ, or a similar verb. In dialects which have a tendency to equate the nominal and the verbal sentences, the negative of γur-s lmal is formed by using ur-...-ara: ur-γur-s-ara lmal.)

B. The Auxiliary ili

In addition to its function as a main verb, ili may also be used as an auxiliary. Although it may occur in both verbal and nominal sentences, it is found most frequently with nominal sentences containing γur-: γur-i ak*žun => i-la γur-i- uk*žun. The modification of the factual nature of the original statement is expressed in many European languages (including English) by a change of tense, but this auxiliary is not a tense marker in Kabyle. It serves to indicate a more complex attitude of the speaker toward the factual nature of his statement than the simple nominal or verbal sentence indicates. This can be seen in the following analysis:

γur-i ak*žun.	'I have a dog.'	(immediately observable fact.)
i-la γur-i uk*žun.	'I had a dog.'	(remote existence (prior) of immediately observable fact.)
ad-i-ili γur-i uk*žun.	'I'll have a dog.'	(remote existence (subsequent) of observable fact.)

In English, the variation of tense is used to express the concepts expressed in Kabyle by the addition of the auxiliary ili. The same effect is achieved when the auxiliary is added to a verbal sentence:

t:ruḥ-γ γr-suk*. 'I'm going to market.'
(action initiated; fact not yet accomplished)

li-γ t:ruḥ-γ γr-suk*. 'I used to go to market.'
(remote existence of non-accomplished fact)

ad-ili-γ t:ruḥ-γ γr-suk*. 'I'll be going to market.'
(remote existence of non-accomplished fact)

ruḥ-γ γr-suk*. 'I went to market.'
(accomplished fact)

li-γ ruḥ-γ γr-suk*. 'I had gone to market.'
(remote existence of accomplished fact)

ad-ili-γ ruḥ-γ γr-suk*. 'I shall have gone to market.'
(remote existence of accomplished fact)

ad-ruḥ-γ γr-suk*. 'I'll go to market.'
(action not yet initiated; fact not accomplished)

li-γ ad-ruḥ-γ γr-suk*. 'I'm about to go to market.'
(existence of non-accomplished fact)

Although the description of the last sentence may seem to contain contradictory terms, it is easy to see where it fits into the system. The speaker wishes to indicate that his going to market should be considered a fact although the action itself has not been initiated. He expresses the factual nature by using the perfect of the auxiliary; the non-completed state of the activity is indicated by using the imperfect stem, while the prefix *ad-* is used to indicate that the action itself has not been started. It is sequences of this type that show clearly that the auxiliary *ili* is more indicative of the speaker's attitude toward the factual nature of his statements than it is of the time of the activity relative to the time of speaking.

II Morphology

ili

The verb *ili*, like other verbs with stems ending in /i/ or /u/, shows a change of stem vowel in the perfect. The first and second persons, singular have the vowel /i/. Other forms of the perfect have the vowel /a/. A more important feature of this verb, one not shared with most other verbs in Kabyle, is the loss of the initial vowel in the perfect. Because the negative stem is formed from the perfect, the vowel /i/ is found in all persons of the negative.

Perfect		Negative	
li-γ	n-la	ur-li-γ-ara	ur-n-li-ara
t-li-d*	t-la-m t-la-mt	ur-t-li-d*-ara	ur-t-li-m-ara ur-t-li-mt-ara
i-la	la-n	ur-i-li-ara	ur-li-n-ara
t-la	la-nt	ur-t-li-ara	ur-li-nt-ara.

When *ili* is used as an auxiliary, the subject marker of *ili* is determined by the subject marker of the main verb:

ruḥ-γ γr-suk*.	li-γ ruḥ-γ γr-suk*.
ufa-n ak*žun.	la-n ufa-n ak*žun.

When it is used as an auxiliary with a nominal sentence containing γur-, the subject marker of ili is determined by the gender and number of the noun following the sequence of γur- + pronoun:

γur-i lmal.	la-n γur-i lmal.
γur-k lfakia.	t-la γur-k lfakia.
γur-sn taḥanut:.	t-la γur-sn taḥanut:.

If the noun that determines the gender and number of the subject marker of ili is a masculine noun beginning with /a/, the /a/ usually changes to /u/.

Pattern Drill

I

dašu dsuk*?	md:n; znz
la-n md:n ai-i-znz-n lhuaiž g:suk*.	
tamdint / ašu-t:?	md:n; at*as
la-n md:n at*as g:-tmdint.	
lžam' / ašu-t?	md:n; z*al
la-n md:n ai-i-z*al-n g:-lžam'.	
tibḥirt / ašu-t:	lxdra; at*as
t-la at*as n-lxdra g:-tbḥirt.	
lžnan / ašu-t?	lfakia
t-la lfakia g:-lžnan.	
lbir / ašu-t?	aman; at*as
la-n at*as uaman g:-lbir.	
lbḥar / ašu-t?	babur*; at*as
la-n at*as iibabur*n sufl n-lbḥar.	
itrak:turn / ašu-tn?	lfirma
la-n itrak:turn g:-lfirma.	
tud:rin / ašu-tnt?	ixamn; md:n
la-n ixamn n-md:n g:-tud:rin.	

lamirik: / ašu-t?

la-n imirik:aniin g:-lamirik:.

II

suk* / aida-t	tamdint
suk* g:-tmdint.	
tamdint / aida-t:?	b'd; axam-iu
tamdint t-b'd f-uxam-iu.	
lžam' / aida-t?	tamdint
lžam' g:-tmdint.	
tibḥirt / aida-t:?	lžnan; zat
tibḥirt zat n-lžnan.	
aida lžnan?	lbir; zat
lžnan zat n-lbir.	
aida lbir?	sdfir; axam
lbir sdfir uuxam.	
aida lbhar?	b'd; shara
lbhar i-b'd si-shara.	
aida itrak:turn?	lfirma
itrak:turn g:-lfirma.	

tud:rin / aida-tnt?	tamdint; b’d
tud:rin b’d-nt si-tmdint.	
aida lamirik:?	ljzaiir
lamirik: i-b’d si-ljzaiir.	

III

1. t-s’i-d* t*iuzat*?	
iih. s’i-γ t*iuzat*	aγ;
uγi-γ-tnt g:-suk*	
2. i-s’a imšaš?	
iih. i-s’a imšaš.	af;
i-ufa-tn g:-ubrid	
3. s’a-n axam amk*ran	
iih. _______ axam amk*ran.	bnu;
________ asg*as-ag:i	
4. t-s’a-m timlalin?	
iih. ________ timlalin.	fk;
t*iuzat*________ at*as i-uas.	
5. t-s’a aman ismad*n?	
iih. ________ aman ismad*n	aui;
__________ si-lbir.	

6. t-s'i-d* ikrarn?

iih. ______ ikrarn. af;

________ id*li.

7. s'a-n t*umubil tažait*

iih. ______ t*umubil tažait*. aγ;

________ durt i-'da-n

8. i-s'a lxdra?

iih. ______ lxdra. aui;

______ si suk*

9. t-s'a nafx?

iih. ______ nafx. aγ;

______ durt i-'da-n.

10. t-s'i-d* tak*šišt tazg*aγt

iih ______ tak*šišt tazg*aγt. aγ;

______ g:-tḥanut:-ihin.

IV.

ašu γur-k g:-lžnan?

______šžra ai-i-t:ak-n lfakia.

ašḥal ikrarn γur-s?

________ xmsa iikrarn.

γur-sn ik*žan g:-lfirma-nsn?

iih. ______ ik*žan g:-lfirma-nsn.

lk*bail / γur-sn- lmal?

iih. __________.

imirik:aniin / γur-sn t*umubilat?

iih. ______________________.

ifl: aḥn / γur-sn lmal?

iih. _________________.

ašu γur-un g:-tbḥirt?

_______ lxdra g:-tbḥirt.

ašḥal tik*arsin γur-k?

________ snat n-tk*arsin.

ašu γur-snt?

_________ t*iuzat*.

ašḥal iγial γur-un?

_______ tmnia iiγial.

V

i-kšm γr-txamt id*li

sui-γ lk*hua.

______ sui-γ lk*hua mi-i-kšm γr-txamt id*li.

li-γ

tura-i-k*im.

ad-i-ruḥ γr-suk*.

_______ ad-i-ruḥ γr-suk* tura i-k*im.

li-γ

t-uui-d: šrba.

luz*-γ at*as.

_______ luz*γ ad*as mi-d:-t-uui šrba.

li-γ

tura ur-ufi-n-ara idrimn.

ad-aγ-n iγial.

_______ ad-aγ-n iγial tura ur-ufi-n-ara idrimn.

la-n

t-sḥma aman.

baba-s i-usa-d:

_______ t-sḥma aman mi-d:-i-usa baba-s.

t-la

uγa-n ibbi-nsn

ufa-n idrimn.

_______ ufa-n idrimn mi-uγa-n ibbi-nsn.

la-n

n-sγima imd:ukal-nγ.

il:i t-uui latai

______ n-sγima imd:ukal-nγ mi-t-uui il:i latai.

n-la

Narrative

bgait ur-t-b'id-ara. t*amfšr bγa ad-i-sn ašhal md:n dii-s.

k'u i-na-s dii-s k*rib miat alf n-md:n zd:γ-n dii-s.

as n-suk* t:as-n md:n si-tud:rin γr-bgait.

g:-bgait t-la tmašint. t-t:ruḥ kul s*bḥ γr-timdinin timk*ranin.

la-n at*as ibaburn ai-i-t:ruḥ-n γr-uruba.

g:-unbdu la-nt at*as n-r*ublanat bsḥ g:-štua ur-li-nt-ara at*as.

g:-tmurt n-t*amfšr la-n ibaburn timašinin r*ublanat. tamurt-is dtamk*rant. md:n t:safar-n at:as.

uin ai-i-safr-n agur ad-i-lmd axir n-iun ai-i-k*im-n g:-uxam-is asg*as.

ziγ	apparently
damk*ran	(is) large
suk*-nun	your market
ziγ damk*ran suk*-nun.	Your market seems large.
g:-l'mr-iu	in my life
ur-zr*i-γ	I did not see (with another negative)
anšta	how many; so many
anšta n-md:n	how / so many people
g:-suk*	in the market
g:-l'mr-iu ur-zr*i-γ anšta n-md:n g:-suk*.	I've never seen so many people in a market.
γur-un	to you; you have
suak*	markets
mk*r	become large
mk*r-it	we/ you/ they/ are large
uag:i	this one (m.)
mk*r-it f:uag:i	larger than this one
γur-un suak* mk*r-it f-uag:i?	Do you have markets larger than this?
nihk*.	Of course.
suk* n-lzair	the market of Algiers
k*rib	near(ly)
tlata ibrdan	three times

suk* n-lzair k*rib n-tlata ibrdan uag:i.	The market of Algiers is nearly three times (as large as) this.
zr* dihin	see over there
uali	watch; look at
t-t:uali-d*	you are looking at
argaz-ihin	that man
abrnus	burnoose
s-ubrnus amlal	with the white burnoose
zr* dihin / t-t:uali-d* argaz-ihin s-ubrnus amlal?	Look over there; do you see that man with the white burnoose?
'k*l	perceive; recognize
t-'k*l-d*-t?	Do you reoognize him?
sn	know
sn-γ	I know
iih. sn-γ-t.	Yes, I know him.
znz	sell
i-znuza	he sells
aksum	meat
g:-td:art-nun	in your village
i-znuza aksum g:-td:art-nun.	He sells meat in your village.
γur-k lhk*.	You're right.
i-s'a	he has; he owns
taḥanut	shop; store
g:ar	between; among
g:ar-lk*ahua n-'ami	between the store of my uncle...

aḥfaf; iḥfafn	barber; barbers
d:-tḥanut uuḥfaf	and the store of the barber
i-s'a taḥanut g:ar-lk*ahua n-'ami d:-tḥanut uuḥfaf.	He has a store between my uncle's cafe and the barber's shop.
axdar-ihin	that greengrocer
'gd*	call; shout
ai-i-t:'g:id*	that he is calling
axdar-ihin / ašu ai-i-t:'g:id*?	What's that vegetable man calling out over there?
k*ar	call; cry
i-k*ar	he is calling
lxdra-ins	his vegetables
dl'ali-t:	she is good
i-k*ar bl:i lxdra-ins dl'ali-t: /	He is calling out that his vegetables are good...
axir n-lxdra	better than the vegetables
ilkl	all
n-ilkl md:n	all people's
axir n-lxdra n-ilkl md:n	...better than everyone else's vegetables.
i-k*ar bl:i lxdra-ins dl'ali-t: axir n-lxdra n-ilkl md:n.	He is calling out that his vegetables are good; better than everyone else's vegetables.
zmr	be able
t-zmr-m	you are able
k*ašr	bargain; haggle

ad-t-k*ašr-m	you will bargain
t-zmr-m ad-t-k*ašr-m	you can bargain
dag:i t-zmr-m ad-t-k*ašr-m?	Can you bargain here?
dui-n:i dl'ali	that's what's good
kra	some (thing)
ma-ara-n-aγ kra	when we buy something
iih. dui-n:i dl'ali m-ara-n-aγ kra.	Yes; that's what's good when we buy something.
ak*šar	bargainer
i-t:ak	he gives
suma	price
suma-ins	his price
ak*šar i-t:ak suma-ins.	The buyer gives his price.
amšari	merchant
i-t:ak suma-ins	he gives his price
amšari i-t:ak suma-ins.	The merchant gives his price.
s'd	please
msa'd-n	they please each other
ma-msa'da-n	when they please each other
l:ah i-bark	God is good
ma-msa'da-n l:ah i-bark.	When they reach an agreement, fine.
mulaš	if not
k:ul iun	each one
abrid-is	his road; his way

mulaš k:ul iun dabrid-is.	If they don't, each one goes his own way.
ur-s'a-n-ara	they do not have
iut n-suma	one price
ur-s'a-n-ara iut n-suma?	Don't they have a fixed price?
uin i-t:k*ašar-n	the one who bargains
mliḥ	well; nicely
uin i-t:k*ašar-n mliḥ /	The one who bargains well ...
duin	(he is) the one
ara-i-aγ-n	who will buy
rxis	cheaply
duin ara-i-aγ-n rxis.	... he is the one who will buy cheaply
al:a uin i-t:k*ašar-n mliḥ duin ara-i-aγ-n rxis.	No; the one who bargains well is the one who buys at a good price.

Questions

1. suk* n-bgait / damk*ran?

2. la-n at*as n-md:n g:-suk*?

3. suk* n-bgait dui-n:i damk*ran fl-asn ilkl g:-ljazair?

4. ui-n:i i-znuza-n aksum / mnhu-t?

5. agzar / aida i-s'a taḥanut?

6. amik ism<is uuḥfaf?

7. ašu ai-i-znuza uxdar?

8. ašu i-t:'g:id*?

9. lk*bail t:k*ašar-n?

10. lmirik:an t:k*ašar-n?

11. amik t:k*ašar-n lk*bail?

12. s'a-n lk*bail iut n-suma?

13. s'a-n lmirik:an iut n-suma?

14. i-uašu t:k*ašar-n lk*bail?

15. mnhu ai-i-t:aγ-n rxis?

Dialogue

T.F. ziγ damk*ran suk*-nun. g:-l'mr-iu ur-zr*i-γ anšta n-md:n g:-suk*. γur-un suak* mk*r-it f-uag:i?

K.A. nihk*. suk* n-lzair k*rib n-tlata ibrdan uag:i. zr* dihin/ t-t:uali-d* argaz-ihin s-ubrnus amlal? t-'k*l-d*-t?

T.F. iih. i-znuza aksum g:-td:art-nun.

K.A. γur-k lhk*. i-s'a taḥanut g:ar-lk*ahua n-'ami d:-tḥanut, uuhfaf.

T.F. axdar-ihin / ašu ai-i-t:'g:id*?

K.A. i-k*ar bl:i lxdra-ins dl'ali-t: / axir n-lxdra n-ikl md:n.

T.F. dag:i t-zmr-m ad-t-k*ašr-m?

K.A. iih. dui-n:i dl'ali ma-ara-n-aγ kra. ak*šar i-t:ak suma-ins. amšari i-t:ak suma-ins. ma-msa'da-n l:ah i-bark. mulaš k:ul iun dabrid-is.

T.F. ur-s'a-n-ara iut n-suma?

K.A. al:a. uin i-t:k*ašar-n mliḥ duin ara-i-aγ-n rxis.

Unit XII

Notes

I Demonstrative Pronouns

The basic form of the demonstrative pronoun is /ua/ or, more precisely, /uV/. This form may be combined with locative or demonstrative affixes (-ag:i; -ihin; -n:i) to produce a series of forms that serve as noun substitutes. For example, the basic form of the pronoun may be combined with -ag:i to produce the form uag:i 'this one'. Although such a form may be used in any position in which a noun occurs, the demonstrative pronouns seem to occur most frequently as the initial noun phrases in nominal sentences. The reason for this is clear; for these pronouns are used most frequently in identification, an activity with which the nominal sentence pattern is associated. A special prefix i- is often placed before the complement marker d when the demonstrative pronoun is used as the initial noun phrase in the nominal sentence:

uag:i i-dbaba.	This one is my father.
uag:i i-dak*baili.	This one is the Kabyle.
uag:i i-damk*ran.	This is the big one.

When the demonstrative pronoun is used in a verbal sentence as the initial noun phrase, the subject marker of the verb is usually the special affix i-...-n indicating that the noun phrase is to be identified by the action expressed by the verb stem. In these cases, the relative marker ai- or i- is placed at the beginning of the verb sequence:

uag:i ai-i-t'it*-n.	This is the one who's shouting.
uag:i ai-i-znuza-n aksum.	This is the one who sells meat.
uag:i i-i-bna-n axam-iu.	This is the one who built my house.

Like other pronouns, the demonstrative has its gender and number determined by the noun which is its antecedent. The feminine form of the demonstrative stem is made by changing the /u/ at the beginning of the stem to /t/:

argaz-ag:i dak*baili.	uag:i i-dak*baili.
tamt*ut-ag:i dtak*bailit.	tag:i i-dtak*bailit.
axam damk*ran.	uag:i i-damk*ran.
taxamt. dtamk*rant.	tag:i i-dtamk*rant.

The plurals of these pronouns are formed by changing the /a/ of the stem to /i/:

argaz-ag:i dak*baili.	uag:i i-dak*baili.
irgazn-ag:i dlk*bail.	uig:i i-dlk*bail.
tamt*ut-ag:i dtamirik:anit.	tag:i i-dtamirik:anit.
lxalat-ag:i dtimirik:aniin.	tig:i i-dtimirik:aniin.

When other affixes are used with the demonstrative pronoun stem, there are variations that occur from dialect to dialect and even among speakers of the same dialect. It is necessary, therefore, to consider each of the other affixes separately.

-*ihin* is used in referring to persons or objects at a distance from the speaker in contrast to -*ag:i* which indicates proximity. When -*ihin* is added to the demonstrative pronoun stem, the pattern established for addition of -*ag:i* may be followed, that is, the first vowel of the suffix is dropped and the remainder is added to *ua*: *ua* + -*ihin* = *uahin*. In many cases, however, the final *n* of the suffix is also lost, so that the pronominal form is *uahi*. In other dialects, the second vowel of the pronoun stem is changed to /i/, the first vowel of the affix is lost, and the resulting form is *uihin*. In other dialects, the final /in/ of the suffix is lost, and the pronominal form is then *uih*. In all cases, however, the change from masculine to feminine is made by changing /u/ to /t/:

argaz-ihin dak*baili.	uahin i-dak*baili. uahi i-dak*baili. uihin i-dak*baili. uih i-dak*baili.
tamt*ut-ihin dtak*bailit.	tahin i-dtak*bailit. tahi i-dtak*bailit. tihin i-dtak*bailit. tih i-dtak*bailit.

In these sentences, the special marker *i*- is used before the complement marker *d* ust as it is when *uag:i* or *tag:i* is used as the initial noun phrase. In verbal sentences, the special subject marker *i-...-n* is used when the demonstrative pronoun is the initial noun phrase:

uihin ai-i-bna-n axam.	That one is the one who built the house.
tihin ai-i-uui-n aman.	That one is the one who carried the water.

In those dialects that retain the /a/ of the pronoun stem, the change from singular to plural is indicated by a change of /a/ to /i/:

argaz-ihin dak*baili.	*uahin* i-dak*baili.
	uahi i-dak*baili.
irgazn-ihin dlk*bail.	*uihin* i-dlk*bail.
	uihi i-dlk*bail.
tamt*ut-ihin dtamirik:anit.	*tahin* i-dtamirik:anit.
	tahi i-dtamirik:anit.
lxalat-ihin dtimirik:aniin.	*tihin* i-dtimirik:aniin.
	tihi i-dtimirik:aniin.

In dialects that do not retain /a/ in the singular form of the demonstrative pronoun before -*ihin*, the distinction between singular and plural is indicated by the use of a special suffix *dak* in the plural. This affix is related to Arabic forms, and it is found in urban dialects:

irgazn-ihin dlk*bail.	ui*dak* i-dlk*bail.
lxalat-ihin dtimirik:aniin.	ti*dak* i-dtimirik:aniin.

The demonstrative pronouns formed with -*ag:i* or -*ihin* are used not only in nominative sentences (although they occur most frequently in that type) but also in verbal sentences as the noun phrase component of the verb phrase or as complements with or without prepositions:

i-ufa aγiul-ag:i g:-ubrid.	i-ufa uag:i g:-ubrid.
uγi-γ asrdun-ihin g:-suk*.	uγi-γ uihin g:-suk*.
t-fka aman i-irgazn-ihin.	t-fka aman i-uidak.
fγ-n si-uxam-ag:i.	fγ-n si-uag:i.
ad-ruḥ-n si-ixamn-nsn.	ad-ruḥ-n si-uig:i.
ad-k*im-n zat n-lmid*a-ihin.	ad-k*im-n zat n-tihin.

In addition to the pronouns described above, there is another form that may be considered a demonstrative formed by the addition of -*n:i* to the pronominal stem. As in the case of pronouns formed by the addition of -*ihin* there is some dialectal variation in the forms of this pronoun. The most common forms are *uin* and *tin*, but in addition, *uin:i* *tin:i*, *uin:a*, and *tin:a* as well as *ui* and *ti* are also found. Usually these pronouns are used as relative pronouns:

argaz-n:i i-d:-usa-n.	This man is the one who came.
uin i-d:-i-usa-n.	This one is the one who came.

The referent when the affix -*n:i* is used, whether attached to a noun or as part of a pronominal form, is a person or object known to both the speaker and the addressee. Distance relative to the speaker is not an important factor when the affix is used. The plural forms of these pronouns are *uidn* and *tidn*, but because of the pattern in which the vowel /i/ is used as an indication of the plural form, the forms of these pronouns given above may be used both as singular and plural forms.

II Another pronoun that should be considered with this group is the interrogative form made by combining the interrogative prefix *an*- with the stem of the demonstrative pronoun. Because the interrogative must occur initially, it is placed before the pronominal stem to produce the form *anua* 'which one'. The feminine form is *anta*, and the corresponding plural forms are *anui* and *anti*. When these interrogatives are used as the initial noun phrases of the sentence (that is, when they replace the noun subjects of verbal sentences), the verb occurs with the special subject marker *i-...-n*:

anua-d:-i-usa-n?	Who came?
anta-i-ruḥ-n γr-lḥmam?	Which one went to the bath?
anui-i-uγa-n dua?	Who bought the medicine?
anti-i-xdm-n g:-uxam?	Who worked in the house?

If this interrogative pronoun replaces a complement, however, the special subject marker is not used with the verb. Instead, the prefix *ai*- or *i*- may be used with the verb:

anua ai-i-znz?	Which one did he sell?
anta ai-t-uγi-d*?	Which one did you buy?

The prefix ai- may also be used before the second noun phrase of a nominal sentence when these interrogative forms occur:

anua ai-dgma-k?	Which one is your brother?
anta ai-dtamt*ut-is?	Which one is his wife?
anui ai-daitmatn-ik?	Which are your brothers?
anti ai-dtimirik:aniin?	Which are the American women?

An important feature of these pronouns is the fact that they cannot be placed after the prepositional affixes. This, of course, is due to the fact that the interrogative element must precede other constituents of the sentence. The prepositional affixes are, therefore, placed after the interrogative pronouns and the entire sequence of pronoun plus preposition may then be sued as a prefix for the verb:

i-fγ si-uxam.	anua-sg:-i-fγ?
ci-γ γur-s.	anua-γur-ci-γ?
ad-ruḥ-n g:-ibrdan.	anui-dg:-ara-ruḥ-n?
fγ-n si-tmdint.	anti-sg:-fγ-n?

In some cases these pronouns may be placed before a noun, and the entire sequence is used in the same way:

irgazn-ihin n-ca γur-sn.	anui-irgazn-γur-n-ca?
tamdint-ihin fγ-n sii-s.	anta-tmdint-sg:-fγ-n?

These interrogatives may also be used with the demonstrative pronouns in nominal sentences in which the referent is a person. In such sentences the complement marker d is usually omitted:

anua uag:i?	Who is this (man)?
anta tihin?	Who is that (woman)?
anti uidak?	Who are those (men)?
anti tidak?	Who are those (women)?

Pattern Drill

I argaz-ag:i dak*baili. (uag:i)

uag:i i-dak*baili. (an-)

anua i-dak*baili? (argaz-ag:i)

dargaz-ag:i i-dak*baili.

tamt*ut-ihin dtamirik:anit. (tihin)

__________ i-dtamirik:anit. (an-)

__________ i-dtamirik:anit? (tamt*ut-ihin)

__________ i-dtamirik:anit.

aḥfaf-ihin d'mi-s (uihin)

__________ i-d'mi-s. (an-)

__________ i-d'mi-s? (aḥfaf-ihin)

__________ i-d'mi-s.

afl:aḥ-ag:i dgma. (uag:i)

__________ i-dgma. (an-)

__________ i-dgma? (afl:aḥ-ag:i)

__________ i-dgma.

tifirst-ag:i dtamk*rant. (tag:i)

__________ i-dtamk*rant. (an-)

__________ i-dtamk*rant? (tifirst-ag:i)

__________ i-dtamk*rant.

ak*žun-ihin dabrkan. (uihin)

__________ i-dabrkan. (an-)

__________ i-dabrkan? (ak*žun-ihin)

__________ i-dabrkan.

tibḥirt-ihin dag:la-nγ. (tihin)

__________ i-dag:la-nγ. (an-)

__________ i-dag:la-nγ? (tibḥirt-ihin)

__________ i-dag:la-nγ.

taḥanut:-ag:i dtamziant. (tag:i)

__________ i-dtamziant. (an-)

__________ i-dtamziant? (taḥanut:-ag:i)

__________ i-dtamziant.

abrid-ihin daγzfan. (uihin)

__________ i-daγzfan. (an-)

__________ i-daγzfan? (abrid-ihin)

__________ i-daγzfan.

ablad*-ihin damlal. (uihin)

__________ i-damlal. (an-)

__________ i-damlal? (ablad*-ihin)

__________ i-damlal.

II irgazn-ag:i dlk*bail. (uig:i)

__________ i-dlk*bail. (an-)

__________ i-dlk*bail? (irgazn-ag:i)

__________ i-dlk*bail.

lxalat-ihin dtimirik:aniin. (tidak)

__________ i-dtimirik:aniin. (an-)

__________ i-dtimirik:aniin? (lxalat-ihin)

__________ i-dimirik:aniin.

iḥfafn-ihin did'mi-s. (uidak)

__________ i-did'mi-s. (an-)

__________ i-did'mi-s? (iḥfafn-ihin)

__________ i-did'mi-s.

ifl:aḥn-ag:i daitma. (uigi)

__________ i-daitma. (an-)

__________ i-daitma? (ifl:aḥn-ag:i)

__________ i-daitma.

tifirsin-ag:i dtimk*ranin. (tig:i)

__________ i-dtimk*ranin. (an-)

__________ i-dtimk*ranin? (tifirsin-ag:i)

__________ i-dtimk*ranin.

ik*žan-ihin dibrkann.	(uidak)
__________ i-dibrkann.	(an-)
__________ i-dibrkann?	(ik*žann-ihin)
__________ i-dibrkann.	
tibḥirin-ihin dag:la-nγ.	(tidak)
____________ dag:la-nγ.	(an-)
____________ i-dag:la-nγ?	(tibḥirin-ihin)
____________ i-dag:la-nγ?	
tiḥuna-ag:i dtimzianin.	(tig:i)
__________ i-dtimzianin.	(an-)
__________ i-dtimzianin?	(tiḥuna-ag:i)
__________ i-dtimzianin.	
ibrdan-ihin diγzfann.	(uidak)
__________ i-diγzfann.	(an-)
__________ i-diγzfann?	(ibrdan-ihin)
__________ i-diγzfann.	
iblad*n-ihin dimlaln.	(uidak)
___________ dimlaln.	(an-)
___________ i-dimlaln?	(iblad*n-ihin)
___________ i-dimlaln.	

III argaz i-ruḥ γr-suk*. (an-)

anua-i-ruḥ-n γr-suk*? (-ag:i)

uag:i ai-i-ruḥ-n γr-suk*. (an-)

anua uag:i?

argaz-ag:i ai-i-ruḥ-n γr-suk*.

tamt*ut t-suai lmakla. (an-)

_____-i-suai-n lmakla? (-ihin)

_____ ai-i-suai-n lmakla. (an-)

_____ tihin?

__________ ai-i-suai-n lmakla.

ifl:aḥn znz-n lfakia. (an-)

_______-i-znz-n lfakia? (-ihin)

_______ ai-i-znz-n lfakia. (an-)

_______ uidak?

________ ai-i-znz-n lfakia.

tifunasin bγa-nt ad-c-nt. (an-)

_________-i-bγa-n ad-i-c-n? (-ag:i)

_________ai-i-bγa-n ad-i-c-n. (an-)

_________ tig:i?

_________ ai-i-bγa-n ad-i-c-n.

IV zr*i-γ tak*bailit id*li. (an-)

anti ai-zr*i-γ id*li? (-ihin)

zr*i-γ tihin id*li.

i-uγa lbhaim g:-suk*. (an-)

______ i-uγa g:-suk*? (-ag:i)

i-uγa ______ g:-suk*.

aḥfaf i-s'a taḥanut:. (an-)

________ i-s'a uḥfaf? (-ihin)

aḥfaf i-s'a ________.

argaz i-znuza lxdra. (an-)

_____ ai-i-znuza urgaz? (-ag:i)

argaz i-znuza _____.

ar:au ad-d:-aui-n aman. (an-)

____ ai-ara-d:-aui-n uar:au? (-ihin)

ar:au ad-d:-aui-n ______.

ak*šar i-bγa aksum. (an-)

_____ ai-i-bγa uk*šar? (-ag:i)

ak*šar i-bγa _______.

amšari ad-i-znz t*iuzat*. (an-)

______ ai-ara-i-znz umšari? (-ihin)

amšari ad-i-znz ______.

i-bna axam. (an-)

______ ai-i-bna? (ag:i)

i-bna ______.

fka-n idrimn i-baba. (an-)

______ ai-fka-n i-baba? (-ag:i)

fka-n ______ i-baba.

t-ufa tašuit. (an-)

_____ ai-t-ufa? (-ihin)

t-ufa ______.

V i-fγ si-uxam. (an-)

anua-sg:-i-fγ? (-ag:i)

i-fγ si-uag:i.

kšm-n γr-txamt. (an-)

_______-kšm-n? (-ihin)

kšm-n _______.

ad-n-ruḥ γr-suk* azk:a. (an-)

_______-ara-n-ruḥ azk:a? (-ihin)

ad-n-ruḥ ________ azk:a.

ci-γ γr-uk*baili. (an-)

_________-ci-γ? (-ag:i)

ci-γ ________.

n-zr*a aman g:-lbir. (an-)

_____-n-zr*a aman? (-ag:i)

n-zr*a aman _____.

ad-i-aui t*iuzat* γr-tmaint. (an-)

_______-ara-i-aui t*iuzat*? (-ihin)

ad-i-aui t*iuzat* ______.

i-z*a lxdra g:-tbḥirt. (an-)

_______-i-z*a lxdra? (-ag:i)

i-z*a lxdra ______.

suai-nt šrba g:-tšuit. (an-)

______-suai-nt šrba? (-iḥin)

suai-nt šrba ______.

ad-i-amz lfakia s-ufus. (an-)

_______-ara-i-amz lfakia? (ag:i)

ad-i-amz lfakia ________.

ad-tn-n-zr* g:ibrdan γr-suk*. (an-)

_________-ara-tn-n-zr*? (-ihin)

ad-tn-n-zr*_________.

Narrative

suk* nbgait damk*ran. la-n anšta n-md:n g:-is. t*am fšr i-na g:-l'mr-is ur-i-zr*i anšta n-md:n. i-bγa ad-i-sn ma-ara-ili suk* amk*ran fl-as. k'u i-na suk* n-lzair k*ṙib n-tlata ibrdan uag:i. zr*a-n argaz ai-i-znuza-n aksum g:-td:art n-k'u. i-s'a abrnus amlal. iun urgaz i-t:'g:id* bl:i lxdra-ins dl'ali-t: / axir n-ldra n-ilkl md:n. g:-suk* n-bgait md:n k*ašar-n. ma-ara-i-zr* dui-n:i dl'ali ak*šar i-t:ak suma-ins. amšari i-t:ak suma-ins. ma-msa'da-n l:ah i-bark. mulaš k:ul iun dabrid-is. ur-s'a-n-ara iut n-suma. uin i-t:k*ašar-n mliḥ duin-ara-i-aγ-n rxis.

zur*	go around
t-bγi-d* ad-n-zur*	you want us to go around
g:-tmdint	in the city
t-bγi-d* ad-n-zur* azuḥ g:-tmdint?	Would you like us to take a short walk around the city?
tamdint-ag:i	this city
ḥb	like
ḥb-γ-t:	I like it
iih. tamdint-ag:i / ḥb-γ-t: at*as.	Yes, I like this city very much.
ial:ah	let's go
ad-n-ali	we will go up
zat n-lžam'	near the mosque
ial:ah. ad-n-ali zat n-lžam'.	All right, let's go up near the mosque.
sii-n	from there
n-zmr	we can
ad-n-zr*	we will see
tamdint ilkl	the whole city
sii-n n-zmr ad-n-zr* tamdint ilkl.	From there we can see the whole city.

duag:i	it is this (one)
ai-i-dlžam'	which is the mosque
duag:i ai-i-dlžam'?	Is this the mosque?
ziγ	apparently
damk*ran	(he) is large
ziγ damk*ran.	It seems large.
ašḥal n-md:n	how many people
t:z*al-n	they pray
dii-s	in him; in her
ašḥal n-md:n t:z*al-n dii-s?	How many people pray there?
'lm	know
ur-'lim-γ-ara	I don't know
ahat	perhaps
k*rib alf	nearly a thousand
ur-lim-γ-ara / bsḥ ahat k*rib alf.	I don't know, but perhaps a thousand.
lblasa	square; plaza
lblasa-ag:i	this square
ism-is	his name
blast lšuhada	(proper name)
lblasa-ag:i ism-is lblast šuhada.	This square is called Shuhada Square.

dihin	over there
ha-t-an	there is
t*bib	doctor
mul	master; owner
mul dua	pharmacist
lk*hua; lk*haui	cafe; cafes
tahanut; tihuna	shop; shops
sl'a	crafts

dihin ha-t-an t*bib mul dua d:-sinima lk*haui timk*ranin u ilkl tiḥuna sl'a.	Over there are the doctor, the pharmacist and the theater, the small cafes and all the craftsmen's shops.

dag:i	here
lk*bail	Kabyles
s*ḥabi	friendly; neighboring
si-s*ḥabin tudrin	from neighboring villages
t:aɣ-n	they buy
xus	be necessary
ašu-sn-i-xus-n	what they need

dag:i lk*bail si-s*ḥabin tudrin t:aɣ-n ašu-sn-i-xus-n.	Here the Kabyles from neighbornig villages buy what they need.

'bi	load; transport
sl'a	crafts; products

s-uašu t:'bi-n sl'a-nsn?	How do they carry their products?
t:'bi-n-t:	they carry it
s-t*umubil-nsn	in their car
s-t*umubil tamk*rant	in a large car, truck
t:'bi-n-t: s-t*umubil-nsn niγ s-t*umubil tamk*rant.	They carry them in their car or in a truck.
zik	early
aik-n:i	formerly
la-n t:'bi-n-t:	they used to carry it
s-iγial	by donkey
d:-isrdian	with mules
zik-n:i la-n t:'bi-n-t: s-iγial d:-isrdian.	Formerly, they used to carry them by donkey and by mule.
aida t-t:aγ-m	where do you buy
azal	iron
lhuaiž uuzal	hardware
aida t-t:aγ-m lhuaiž uuzal?	Where do you buy hardware?
k:ank:ani	blacksmith
γur-m k:ank:ani?	Is there a blacksmith?
ar*umi	European
iih. nt:a dar*umi.	Yes, he's a European.

hdr	speak
i-hdr tak*abailit	he speaks Kabyle
axir-iu	better than I
bsh i-hdr tak*abailit ahat axir-iu.	But he may speak Kabyle better than I.
suk*-nuun	your market
suk*-nuun damk*ran.	Your market is large.
t-s'a-m	you have
kulši	everything
u-rnu	furthermore
d:u	go; walk
ur-t:d:u-m-ara	you don't walk
t-s'a-m kulši u-rnu ur-t-d:u-m-ara bzaf.	You have everything, and yet you don't walk very much.
g:-tmurt-nγ	in our country
ur-n-huaš-ara	we don't need
baš ad-n-suuk*	in order to market
g:-tmurt-nγ ur-n-huaš-ara t*umubilat baš ad-n-suuk*.	In our country we don't need cars to go marketing.

Dialogue

K.A. t-bγi-d* ad-n-zur* azuḥ g:-tmdint?

T.F. iih. tamdint-ag:i / ḥb-γ-t: at*as.

K.A. ial:ah. ad-n-ali zat n-lžam'. sii-n n-zmr ad-n-zr* tamdint ilkl.

T.F. duag:i ai-i-dlžam'? ziγ damk*ran. ašḥal n-md:n t:z*al-n dii-s?

K.A. ur-'lim-γ-ara / bsḥ ahat k*rib alf. lblasa-ag:i ism-is lblast šuhada. dihin ha-t-an t*bib mul dua d:-sinima lk*haui timk*ranin u ilkl tiḥuna sl'a. dag:i lk*bail si-s*habin tudrin t:aγ-n ašu-sn-i-xus-n.

T.F. s-uašu t:'bi-n sl'a-nsn?

K.A. t:'bi-n-t: s-t*umubil-nsn niγ s-t*umubil tamk*rant. zik-n:i la-n t:'bi-n-t: s-iγial d:-isrdian.

T.F. aida t-t:aγ-m lḥuaiž? γur-m k:ank:ani?

K.A. iih. nt:a dar*umi. bsḥ i-hdr tak*abailit ahat axir-iu.

T.F. suk*-nuun damk*ran. t-s'a-m kulši u-rnu ur-t-d:u-m-ara bzaf.

K.A. g:-tmurt-nγ ur-n-huaš-ara t*umubilat baš ad-n-suuk*.

Questions

1. t*am fšr / i-bγa ad-i-zur* g:-bg:ait?

2. k'u 'bdl:ah / i-bγa ad-i-zur* g:-bg:ait?

3. i-uašu uli-n γr-tmdint?

4. zr*a-n lbḥr si-bg:ait?

5. ašu xd:m-n md:n g:-lžam'?

6. ašḥal n-md:n i-t:aui?

7. blast šuhada / aida?

8. lk*haui n-bg:ait / mk*r-it?

9. ašu t:aγ-n g:-bg:ait?

10. lxalat / t:uik*-nt?

11. s-uašu lk*bail t:'bı-n sl'a?

12. lk*bail mazal t:uik-n s-iγial?

13. aida t:aγ-n lhuaiž uuzal?

14. ak:ank:ani / an-si-t?

15. g:-tmurt n-k'u uhuaž-n t*umubilat?

Unit XIII Notes

I Syntax

A. Possessive Pronouns

The basic stem of the demonstrative pronoun can be used in combination with the possessive affixes to produce a form equivalent to a possessive pronoun. These pronouns can be substituted for nouns of the same gender and number and are most frequently used in sentences that consist of two parallel structures:

tamt*ut-iu t-usa-d: tin-ns ur-d:-t-usi-ara.	'My wife arrived; his didn't.'
axam-ik mk*r uin-niu mz*i.	'Your house is large; mine is small.'
istmat-nγ zuj-nt tin-nun ur-zuij-nt-ara.	'Our sisters are married; yours are not.'

The second parallel structures may be reduced to a single negative word preceded by the possessive pronoun when negation is part of the structure:

axam-nsn i-b'd uin-niu al:a.	'Their house is far away; mine is not.'
ultma-k t-ruḥ γr-lḥmam uin-ns ur-a'd.	'Your sister has gone to the bath; his hasn't gone yet.'
g:-urtu-ins la-nt at*as n-tfirsin g:-uin-nsn ulamadiun.	'In his orchard are many pear trees; in theirs, not a single one.'

If the parallel structures are nominal sentences, the possessive pronouns may be used in the initial noun phrase of the second structure:

axam-ihin damk*ran uin-niu damzian. 'That house is large; mine is small.'

t*umubil-is dtaždit tin-nk dtak*dimt. 'His car is new; yours is old.'

lkuša-nsn dtazg:zaut tin-nγ dtabrkant. 'Their stove is blue; ours is black.'

If the possessive is to be used as the complement of a nominal sentence, another form daila-_ or dagla-_ must be used:

ak*žun-is g:-uxam uag:i dagla-u. 'His dog is in the house; this one is mine.'

axam-ihin dagla-s. 'That house is his.'

t*umubil-ihin dagla-k tag:i dagla-u. 'That car is yours; this one is mine.'

The possessive affixes may also occur after the demonstrative affixes so that a more complex type of possessive is formed:

axam-ag:i-niu / i-bna-t asug*as i-'da-n. 'He built this house of mine last year.'

lxalat-ihin-nsn t:ruḥ-nt γr-sinima. 'Those wives of theirs are going to the movies.'

ik*žan-ag:i-nγ ur-t:γima-n-ara g:-uxam. 'These dogs of ours don't stay in the house.'

A similar structure is formed when the possessive affixes occur after the complete form of the demonstrative pronouns:

ixamn-nγ dimk*rann uidak-nun dimziann. 'Our houses are large; yours (over there) are small.'

t*umubil-is dtaždit tihin-nk dtak*dimt. 'His car is new; that one of yours is old.'

ultma-k t-ruḥ γr-lḥmam tidak-ns ur-a'd. 'Your sister went to the bath; that one of his hasn't gone yet.'

B. Indefinite pronouns

The indefinite pronouns 'another, others' are formed by using the stem of the demonstrative pronoun with the suffixes -id*, -id*n, or -d*nin. In some dialects the /d*/ is replaced by /t*/:

γur-i axam uγi-γ uait*/uaid*. 'I have one house, and I bought another.'

aui-ii-d: tinid*n. 'Bring me another.'

ad-ak-fk-γ uind*nin. 'I'll give you others.'

To express other indefinite ideas the interrogative or relative pronouns are used, or the numerals may be used in the same way. When the numerals are used before nouns, the relational marker -n is used with the noun:

ur-sin-γ-ara ašu. 'I don't know anything (about it).'

kra i-uγa dl'ali-t. 'Whatever he bought is good.'

k*im-n kra uusan. 'He stayed a few days.'

i-sn ai-i-na. 'He knows what he said.'

kul iun dag:i i-xd:m. 'Everyone here works.'

i-usa-d: iun. 'Someone came.'

t-usa-d: iut. 'Someone came.'

Third person masculine plural forms are used to express other indefinite ideas in verbal sentences where the specific actor is unspecified:

na-n nt:a am-lk*bail. 'People say that he's like the Kabyles.'

t:ruḥ-n γr-suk* as n-tlata. 'People go to market on Tuesday.'

zr*a-n-t id*li g:-suk*. 'People saw him at the market yesterday.'

C. Negative Pronouns

The impersonal negative pronoun is ulaš or the variant ulah. These forms are frequently used with the prepositional constructions that indicate possession:

ulaš ɣur-s axam. 'He doesn't have a house.'

ɣur-k ar:au? ulah. 'Do you have any children? No, (I haven't)'

ulaš lxbar. 'There's no news.'

Another negative pronoun that is frequently used in referring to persons and in constructions other than those indicated above is ulama(d). This form is usually followed by the numeral iun, and gender of the antecedent may be indicated by the gender of the numeral:

ur-d:-i-usi ulamad iun. 'No one came.'

ur-d:-t-usi ulamad iut. 'No one (fem.) came.'

This pronominal form is often used with an intensive meaning both personal and impersonal.

ur-zr*i-ɣ ulamad iun. 'I didn't see a single person.'

dag:i ulamadiun. 'There's absolutely no one here.'

ur-i-t:ruḥ ulamadiun ɣr-suk* as n-tlata. 'Not a single person goes to market on Tuesday.'

g:-suk* ulamadiun. 'In the market there's not a person / thing.'

When these pronominal forms occur in verbal sentences, the prefix ur- is used before the verb, but the suffix -ara does not occur.

D. Reflexive Pronouns

The form used as a reflexive pronoun is really a sequence of the noun *iman* 'person, body, self' and the possessive affix. In many cases, the reflexive idea is expressed by modification of the verb stem rather than by the use of a special word. When the word is used, however, it functions as an extension of the subject marker of the verb phrase:

i-f:r iman-is. 'He hid himself.'
i-na iman-is. 'He said to himself.'

This use of the reflexive should not be confused with the English phrase 'by himself' = 'alone'. The Kabyle equivalent of this structure is formed by using the compound preposition *uḥd n-*:

i-bna axam *uḥd-is*. 'He built the house by himself.'
t:γima-n dihin *uḥd-nsn*. 'They stay there by themselves.'
ad-t-c-d* *uḥd-ik*? 'Will you eat alone?'

II Morphology

In the formation of the possessive pronouns, the possessive affixes are usually preceded by /n/. The stem of the possessive used may be any of those described in Unit XII, and it is this stem that indicates gender and number of the antecedent. The variations of *ua* and *ui* and the corresponding variations in the feminine forms *ta* and *ti* determine the exact form of the possessives found in a specific dialect.

	Singular		Plural	
1s.	uin-niu	tin-niu	uidak-niu	tidak-niu
2s.m.	uin-nk	tin-nk	uidak-nk	tidak-nk
2s.f.	uin-nm	tin-nm	uidak-nm	tidak-nm
3s.	uin-ns	tin-ns	uidak-ns	tidak-ns
1p.	uin-nγ	tin-nγ	uidak-nγ	tidak-nγ
2p.m.	uin-nun	tin-nun	uidak-nun	tidak-nun
2p.f.	uin-nunt	tin-nunt	uidak-nunt	tidak-nunt
3p.m.	uin-nsn	tin-nsn	uidak-nsn	tidak-nsn
3p.f.	uin-nsnt	tin-nsnt	uidak-nsnt	tidak-nsnt

In some dialects the stem of the demonstrative pronoun is abbreviated to /i/, and the possessive pronouns have the following forms:

inu
ink
inm
ins
inγ
inun
inunt
insn
insnt.

These forms are used without distinctions of gender and number for the antecedent of the pronoun.

When the possessive affixes are used after the nominal complement _dagla-_, the /i/ that is usually found with the singular affixes is lost:

dagla-u; dagla-k; dagla-m; dagla-s.

Pattern Drill

I axam-is mk*r.

axam-iu mz*i.

axam-is mk*r. uin-niu mz*i.

ultma t-zuj.

ultma-k ur-t-zuij-ara.

ultma t-zuj. ______ ur-t-zuij-ara.

tibḥirt-nγ t-b'd.

tibḥirt-nsn ur-t-b'id-ara.

tibḥirt-nγ t-b'd. ______ ur-t-b'id-ara.

zr*i-γ il:i-s.

ur-i-zr*i-ara il:i.

zr*i-γ il:i-s. ur-i-zr*i-ara ______.

tamt*ut-iu t-uui-d: aman.

tamt*ut-is ur-d:-t-uui-ara aman.

tamt*ut-iu t-uui-d: aman. ______ ur-d:-t-uui-ara aman.

m:i i-ruḥ γr-lžam'.

m:i-s i-bk*a γur-s.

m:i i-ruḥ γr-lžam'. ______ i-bk*a γur-s.

uγi-γ aγiul-iu.

argaz-ihin i-ukr aγiul-is.

uγi-γ aγiul-iu. argaz-ihin i-ukr ______.

g:-urtu-nγ la-nt at*as n-sžra.

g:-urtu-nsn t-la iut.

g:-urtu-nγ la-nt at*as n-sžra. ______ t-la iut.

g:-lbir-nun la-n uaman.

g:-lbir-nγ ur-li-n-ara uaman.

g:-lbir-nun la-n uaman. ______ ur-li-n-ara uaman.

bna-n axam-nsn asg*as i-'da-n.

ad-t-bnu-m axam-nun asg*as-ag:i.

bna-n axam-nsn asg*as i-'da-n. ad-t-bnu-m ______ asg*as-ag:i.

II ixamn-nsn mk*r-it.

ixamn-nγ mz*i-it.

ixamn-nsn mk*r-it. ______ mz*i-it.

istmat-nγ zuj-nt.

istmat-nun ur-zuij-nt-ara.

istmat-nγ zuj-nt. ______ ur-zuij-nt-ara.

tibḥirin-nsn b'd-nt.
tibhirin-nγ ur-b'id-nt-ara.
tibḥirin-nsn b'd-nt. ______ ur-b'id-nt-ara.

n-zr*a is:it-nsn.

ur-zr*i-n-ara is:it-nγ.

n-zr*a is:it-nsn. ur-zr*i-n-ara ______.

lxalat-nγ uui-nt-id: aman.

lxalat-nsn ur-d:-uui-nt-ara aman.

lxalat-nγ uui-nt-id: aman. ________ ur-d:-uui-nt-ara aman.

ar:au-nsn ruḥ-n γr-lžam'.

ar:au-nγ bk*a-n γur-nγ.

ar:au-nsn ruḥ-n γr-lžam'. ________ bk*a-n γur-nγ.

n-uγa iγial-nγ.

irgazn-ihin ukr-n iγial-nsn.

n-uγa iγial-nγ. irgazn-ihin ukr-n ______.

g:urtan-nγ la-nt at*as n-sžra.

g:-urtan-nun t-la iut.

g:-urtan-nγ la-nt at*as n-sžra. ______ t-la iut.

III t*umubil-ag:i dagla-u. (nt:a)

t*umubil-ihin dagla-s.

urtu-is i-b'd. (nk:i)

uag:i ______.

zr*i-γ axam-nsn. (kci)

uidak ______.

ar:au-nγ g:-lžam'. (nt:at)

uig:i ______.

znz-γ tiγial-iu. (nt:a)

tig:i ______.

i-ca aγrum-is. (nk:i)

uag:i ______.

istmat-nγ fγ-nt. (nihni)

tidak ______.

aitmat-nsn bna-n axam-ag:i. (nk:ni)

uidak ______.

uui-γ-d: aman-iu γr-uxam. (kunui)

uig:i ______.

lxalat-nγ xd:m-nt. (nihni)

tidak ______.

IV ašu lxbar? ulaš lxbar.

γur-s ar:au? ______ γur-s ar:au.

t-zri-d* iun? al:a. ur-zr*i-γ ______.

ašu g:-suk*? ________.

mnhu g:-ubrid? __________ g:-ubrid.

t-usi-d: iut n-tmt*ut? al:a _________.

dag:i / mnhu-t? dag:i __________.

mnhu ai-i-xd:m-n? ur-i-xd:m __________.

ašu t-uγi-d*? ur-uγi-γ __________.

t-ufa iut? ur-t-ufi __________.

Narrative

t*am fšr i-bγa ad-i-zur* azuḥ g:-tmdint. i-ḥb tamdint at*as. uli-n zat n-lžm'. sii-s zmr-n ad-zt*-n tamdint ilkl. lžam' damk*ran. t*am fšr i-bγa ad-i-sn ašḥal n-md:n t:z*al-n dii-s. k'u i-na-ias k*rib alf. zr*a-n lblast šuhada. dihin ha-t-an t*bib mul dua d:-sinima. lk*haui timk*ranin u ilkl tiḥuna sl'a dihin. dihin lk*bail si-s*habin tudrin t:aγ-n ašu-sn-i-xus-n. t:'bi-n sl'a-nsn s-tumubil-nsn niγ s-t*umubil tamk*rant. zik-n:i la-n t:'bi-n-t: s-iγial d:-isrdian. t:aγ-n lḥuaiž γr-k:ank:ani. nt:a dar*umi. i-hdr tak*bailit axir n-k'u. s'a-n kulši g:-suk*-nsn. rnu ur-d:u-n-ara bzaf. g:-tmurt-nsn ur-huaš-n-ara t*umubilat baš ad-suuk*-n.

'nu	guess; suppose
'ni-γ	I think
luz*	be hungry
t-luz*-d*	you are hungry
a-si t*am / 'ni-γ t-luz*-d*.	Tom, I guess you're hungry.
a'bud*	stomach
a'bud*-iu	my stomach
ad*ar; id*arn	foot; feet
g:-id*arn-iu	in my feet
nk:i / a'bud*-iu g:-id*arn-iu.	As for me, my stomach's in my feet. (I am very hungry.)
laria	air; atmosphere
sluz*	make hungry
t-sluz*-ii	she has made me hungry
iih. laria-n-bgait t-sluz*-ii.	Yes, the air in Bougie has made me hungry.
ui-i-mi	the time when
zr*i-γ	I saw
lxdra d:-lfakia	vegetables and fruit
n-suk*	of the market
ui-i-mi zr*i-γ lxdra d:-lfakia n-suk*	when I saw the vegetables and fruit at market
aman	water
zal	run

t:azal-n	they ran
ak*muš	mouth
g:-uk*muš-iu	in my mouth
aman t:azal-n g:-uk*muš-iu	my mouth watered
ui-i-mi zr*i-γ lxdra d:-lfakia n-suk* aman t:azal-n g:-uk*muš-iu.	When I saw the vegetables and fruit at market, my mouth watered.
tat*baxt	restaurant
'mi muḥand	Uncle Mohammed
ha-t:-a tt*baxt n-'mi muḥand.	This is Uncle Mohammed's restaurant.
lmakla	food; meal
lmakla-ins	his food
mšhur	become famous
mšhur-it	are famous
g:-tmurt-nγ	in our country
lmakla-ins mšhur-it g:-tmurt-nγ.	His food is famous in this area.
lḥut	fish (coll.)
γur-s lḥut	he has fish
ak:n	as; so
dr	live; be alive
amidur	living one
γur-s lḥut ak:n damidur.	He has fish that are really fresh.
st*ad	catch
i-t:st*ad-it	he catches him
g:-iid*	at night
i-suai-t	he prepares him

s*bḥ	morning
i-t:st*ad-it g:-iid* i-suai-t s*bḥ.	He catches it at night and prepares it in the morning.
saha	health; greetings
saḥa a-'mi muḥand.	Greetings, Uncle Mohammed.
rb:i	God
ad-i-g	he will make
lbaraka	blessing(s)
saḥa a-'mi muḥand. rb:i ad-i-g lbaraka.	Greetings, Uncle Mohammed. God bless you.
'li-na	on us (Arabic)
'li-kum	on you (Arabic)
'li-na u 'li-kum / a-si k'u.	And greetings to you, K'u.
amik t-li-d*?	How are you?
luašul-ik	your children
amik la-n luašul-ik?	How are your children?
labas lḥmdl:ah.	Fine, thanks.
aui-d:	bring
uui-γ-d:	I brought
d:id-i	with me
amd:akl-iu	my friend
uui-γ-d: d:id-i amd:akl-iu t*am fšr.	I brought my friend, Tom Fisher, with me.
nt:a damirik:ani.	He's an American.
mrḥba	welcome

mrḥba si-is.	He's welcome.
axam-iu	my house
axam-is	his house
g:-l'naia-nuun	in your pleasure
iut	one
si-uhran	from Oran
t*ait*	the other (fem.)
si-lzair	from Algiers
iut si-uhran t*ait* si-lzair.	One is from Oran, the other from Algiers.
tin n-uhran	that one of Oran
t*f	hold
n-t:at*fi-t:	we hold her
g:-l'ša	in the evening
bsḥ tin n-uhran / n-t:at*fi-t: g:-l'ša.	But we get the one from Oran (only) in the evening.
argaz-ihin	that man
abalt*u	burnoose
abalt-u amlal	white burnoose
argaz-ihin s-ubalt*u amlal	that man with the white burnoose
γar	call
i-γar-ak-d:	he called you
a-si k'u / argaz-ihin s-ubalt*u amlal i-γar-ak-d:.	K'u, that man with the white burnoose just called you.
ui-n	that one

m:i-s	his son
m:i-s n-ut*bax	the son of the restaurant owner
dui-n i-dm:i-s n-ut*bax.	He's the owner's son.
i-na-iaγ-d:	he just told us
t*bala-nγ	our table
axam-iu daxam-is g:-l'naia-nuun.	Please consider my house his house.
ai-itma	brothers (voc.)
k*im-t	sit down (pl.)
ai-itma / k*im-t.	Sit down, friends.
s'i-γ	I have
šγl	job; task
s'i-γ kra n-šγl.	I have a few things to do.
k*l	return
ad-k*l-γ	I'll return
tura ad-k*l-γ.	I'll be right back.
ruḥ	go
ruḥ ruḥ / a-'mi muḥand.	Go ahead, Uncle Mohammed.
as-a	this day; today
as-a dsuk*.	Today is market (day).
ahat	perhaps
ak*ru	head
ak*ru-ik	your head
bd*u	divide; split

ahat ak*ru-ik i-bd*a.	You're probably very busy.
t-bγi-d*	you want
ad-n-k*im	we shall sit
g:-t*bla-ag:i	at this table
zat n-t*ak*	near the window
a-si t*am / t-bγi-d* ad-n-k*im ad-n-k*im g:-t*bla-ag:i zat n-t*ak*?	would you like to sit at this table by the window, Tom?
dag:i	here
laria n-lbhar	sea breeze
dag:i t-la laria n-lbhar.	Here there's a sea breeze.
smd*	become cold
azuḥ	a little
smd*-t azuḥ.	It's a little cool.
rnu	add
u i-rna	and besides
ual	see
n-t:uali	we see
lbhar	sea
adrar; idurar	hill; hills
u i-rna n-t:uali lbhar d:idurar.	And besides we can see the ocean and the hills.
l:ah i-bark.	Thank you.
amkan; imukan	place; places
šbḥ	be beautiful
amkan-ag:i i-šbḥ at*as.	This spot is very good.

s'a-n	they have
tilibiziu	television
s'a-n tilibiziu dag:i.	They have television here.
ast*asiu; lst*asiu	station; stations
ašḥal n-lst*asiu t-s'i-m?	How many channels do you have?
n-s'a	we have
snat n-lst*asiu	two channels
n-s'a snat n-lst*asiu.	We have two channels.
užd	be ready
t-užd	she is ready
i-na-iaγ-d: t*abla-nγ t-užd.	He just told us our table is ready.
ial:ah	let's go
ad-n-c	we shall eat
ial;ah / ad-n-c azuḥ.	Let's go and eat a little.

Dialogue

K.A.: a-si t*am / ’ni-γ t-luz*-d. nk:i / a’bud*-iu g:-id*arn-iu.

T.F.: iih. laria n-bgait t-sluz*-ii. ui-i-mi zr*i-γ lxdra d:-lfakia n-suk* aman t:azal-n g:-uk*muš-iu.

K.A.: ha-t:-a tt*baxt n-’mi muḥand. lmakla-ins mšhur-it g:-tmurt-nγ. γur-s lḥut ak:n damidur. i-t:st*ad-it g:-iid* i-suai-t s*bḥ. saḥa a-’mi muḥand. rb:i ad-i-g lbaraka.

M.: ’li-na u ’li-kum / a-si-k’u. amik t-li-d*? amik la-n luašul-ik?

K.A.: labas lḥmdl:ah. uui-γ-d: d:id-i amd:akl-iu t*am fšr. nt:a damirik:ani.

M.: mrḥba si-is. axam-iu daxam-is g:-l’naia-nuun. ai-itma / k*im-t. s’i-γ kra n-šγl. tura ad-k*l-γ.

K.A.: ruḥ ruḥ / a-’mi muḥand. as-a d-suk*. ahat ak*ru-ik i-bd*a. a-si t*am / t-bγi-d* ad-n-k*im g:-t*bla-ag:i zat n-t*ak*? dag:i t-la laria n-lbhar. smd*-t azuḥ. u i-rna n-t:uali lbhar d:-idurar.

T.F.: l:ah i-bark. amkan-ag:i i-šbḥ at*as. s’a-n tilibiziu dag:i. asḥal n-lst*asiu t-s’i-m?

K.A.: n-s’a snat n-lst*asiu. iut si-uhran t*ait* si-lzair. bsḥ tin n-uhran / n-t:at*fi-t: g:-l’ša.

T.F.: a-si k’u / argaz-ihin s-ubalt*u amlal i-γar-ak-d:.

K.A.: dui-n i-dm:i-s n-ut*bax. i-na-iaγ-d: t*abla-nγ t-užd. ial:ah / ad-n-c azuḥ.

Questions

1. t*am fšr / i-luz*?
2. ašu-t-i-sluz*?
3. k'u / i-luz*?
4. laria n-bgait / dl'ali-t:?
5. i-uašu aman t:azal-n g:-uk*muš n-t*am fšr?
6. tat*baxt / ui-i-la-n?
7. t*am fšr / i-sn at*bax?
8. amik la-n luašul n-k'u?
9. at*bax / i-rḥb t*am fšr?
10. sn-n md:n lmakla n-'mi muḥand?
11. ašu i-suai g:-tt*baxt n-'mi muḥand?
12. mlmi-i-suai lmakla?
13. at*bax / i-uašu i-šɣl as-n:i?
14. aida i-bɣa ad-i-k*im k'u?
15. g:-bgait / s'a-n tilibiziu?
16. ašḥal n-lst*asiu s'a-n?
17. argaz s-ubalt*u amlal ui-i-la-n?
18. ašu i-bɣa?
19. ašu zmr-n ad-uali-n?
20. g:-lbal-ik / ašu-ara-c-n?

Unit XIV Notes

Verb Stems: Derived Forms

The basic verb stem can be modified by the addition of modal prefixes to introduce new meanings or new aspects of the basic meaning. The addition of the prefix *s*, for example, introduces a transitive or causative meaning. This is indicated by the fact that sentences containing verbs to which the modal prefix *s* has been added must include a direct object complement. Verbs to which *t*: is added acquire an iterative meaning. The iterative is used regularly in affirmative sentences to report an action initiated but not completed, and in negative sentences to report any action not completed. The iterative meaning has caused this tem to occur only as an imperfect. In order to communicate a perfective aspect using the iterative stem one must use the auxiliary verb *ili*.

Although the markers *s* and *t*: are considered the indicators of causative and interative stems respectively, each of these prefixes has alternate forms. These forms may depend chiefly on phonological rules (as in the case of *s* which becomes *z* when added to stems in which *z* occurs), but in other cases internal stem changes of vowels and consonants may take place. This is frequently the case when *t*: is added to a stem, and it occurs even more frequently when *t*: is added to a stem to which *s* has already been added. It is easy to see that such changes would be necessary when one considers the fact that *t*: and *s* are phonetically similar, and confusion of meanings might occur in rapid speech if this were not done.

The most frequent change in forming the iterative of a causative stem is the introduction of /a/ before the final sound, either vowel or consonant, of the original stem:

Basic Stem		Causative		Iterative of Causative
gn	'sleep'	*sgn*	'put to sleep'	*sgan*
kšm	'enter'	*skšm*	'cause to enter'	*skšam*
bzg	'be wet'	*zbzg*	'wet' (tr.)	*zbzag*
ali	'climb'	*sali*	'cause to climb'	*salai*
gri	'stay behind'	*sgri*	'cause to stay'	*sgrai*

A similar change is found with the introduction of /u/ before the consonant of the causative stem:

rs	'be in place'	*srs*	'place'	*srus*
nz	'be on sale'	*znz*	'sell'	*znuz*
ns	'spend the night'	*sns*	'cause to spend the night'	*snus*

The vowel /i/ is less frequently used as a marker of the iterative before the final consonant of the stem:

ird	'be clean'	*sird*	'wash'	*sirid*
brk	'be black'	*sbrk*	'blacken'	*sibrik*
d:rγl	'be blind'	*sdrγl*	'blind'	*sdrγil*

All of the preceding patterns may be considered members of a single category because the vowels were introduced before the final phoneme of the stem. In a different type of pattern, the vowel is introduced at the end of the stem. The first example of this type is that in which the vowel added is /a/:

c	'eat'	sc	'feed'	sca
nz	'be on sale'	znz	'sell'	znza
su	'drink'	s:u	'water'	s:ua
laz	'be hungry'	slaz	'make hungry'	slaza
d*s	'laugh'	sd*s	'cause to laugh'	sd*sa

If the basic stem ends in /u/, the /u/ may be replaced by /a/ and the vowel /i/ is added:

ḥmu	'be warm'	sḥmu	'heat'	sḥmai
ḷhu	'be nice'	slhu	'make nice'	slhai
knu	'fold' (intr.)	sknu	'fold' (tr.)	sknai
dhu	'amuse oneself'	sdhu	'amuse'	sdhai

In other stems, the vowel /u/ is added after the final consonant:

nd	'be churned'	snd	'churn'	sndu
luγ	'be troubled'	sluγ	'trouble'	sluγu

When the vowel /u/ is added after the final consonant, it may also be introduced before the final consonant:

rs	'be in place'	srs	'place'	srusu
ns	'spend the night'	sns	'cause to spend the night'	snusu
nz	'be on sale'	znz	'sell'	znuzu
ls	'dress'	sls	'dress' (tr.)	slusu

If the stem of the verb contains /i/, this vowel may be added after the final consonant:

mir	'turn' (intr.)	_smir_	'turn' (tr.)	_smiri_
mlil	'meet'	_smlil_	'bring together'	_smlili_
_k*im_	'sit'	_sγim_	'seat'	_sγimi_ .

The examples that have been given illustrate the fact that there are variations in the formation of the compound derived stems. In the case of _znz_, for example, there are three possible iterative stems: _znuz_, _znza_, and _znuzu_. These forms seem to be free variants, and all three may occur in the speech of the same person although there seems to be a tendency for individual speakers to show a preference for one form. Attempts have been made to establish some dialectal classification for such forms, but it has not been possible to establish dialect boundaries. It is clear, however, that the patterns may be divided into two categories: introduction of a vowel before the final sound of the stem and introduction of a vowel at the end of the stem. Any of the three vowels /i/, /a/, or /u/ may be used as markers of the iterative before the final sound of the stem, but there are no variations of vowels for a single stem in this category. If /a/ is used, it cannot be replaced by /i/ or /u/. That is, _sgan_ cannot be replaced by _sgin_ or _sgun_; nor can _znuz_ vary with _znaz_ or _zniz_. When a vowel is added after the final sound of the stem, other rules may apply. /a/ is the most frequently used vowel in this pattern, but/i/ and /u/ also occur. When /i/ occurs after a stem ending with a vowel, the final vowel of the stem must be changed to /a/. If the stem ends with a consonant, /i/ is used as an iterative marker if the stem contains /i/. When /u/ is added to the end of the stem it may also be introduced before the final consonant of the stem. Neither /i/ nor /a/ may be repeated in this way. Although /i/ may not occur immediately after /u/ as an iterative marker, /a/ does occur in this position. So the characteristics of the three vowels used as iterative markers at the end of verb stems are different. There is also variation within this category, e.g., *sɣimi* and *sɣima*; *znza* and *znuzu*.

Narrative

k'u i-na-ias i-t*am fšr ma-i-luz*. t*am fšr i-na-ias / iih.

laria n-lbhar t-sluz*-t at*as. g:-lbal-nsn laria n-bgait t-lha.

i-la tt*baxt n-muḥand g:-bgait. nt:a dafnan i-i-suai-n lḥut.

muḥand i-rḥb t*am fšr. bsḥ i-s'a šγl at*as alaxat*r as-a dsuk*.

k'u a-t*am fšr bγa-n ad-k*im-n zat n-t*ak:. zmr-n ad-ual-n lbhar d:-idurar.

g:-unbdu laria n-lbhar t-lha at*as. smd*-t azuḥ.

g:-bgait s'a-n tilibiziu. s'a-n snat n-lst*asiu.

iut n-st*asiu si-uhran. t*ait* si-lzair.

argaz s-ubalt*u amlal dm:i-s uut*bax. i-γar-asn.

i-bγa ad-asn-i-ini t*abla t-užd. ruḥ-n ad-k*im-n. ad-c-n lmakla.

Unit XV

mrḥba	welcome
sis-uun	with you (m.pl.)
mrḥba sis-uun.	Welcome!
as-a	today; now
n-s'a	we have
k*irnid*	octopus
ak*žun n-lbhar	seal
k*irnid* d:-uk*žun n-lbhar	octopus and seal
srdin	sardine(s)
sibia	squid
srdin d:-sibia	sardines and squid
k*irnid* d:-uk*žun n-lbhar d:-srdin d:-sibia	octopus, seal, sardines and squid
lmak*run	mackerel
ruž	mullet
as-a n-s'a k*irnid* d:-uk*žun n-lbhar d:-srdin d:-sibia d-lmak:run d:-ruž.	Today we have octopus, seal, sardines, squid, mackerel, and mullet.
lḥut-ag:i	this fish
n-s'a-t	we have him
k*li	fry (intr.)
i-k*la	he was fried
niγ	or
uui	cook (intr.)
i-uua	he cooked

g:-lk:uša	in the oven
i-k*laniγ i-uua g:-lk:uša	fried or baked
lḥut-ag:i / n-s'a-t i-k*la niγ i-uua g:-lk:uša.	We have this fish fried or baked.
aia si t*am	Oh, Tom
g:-l'naia-k	please
xtir	choose
aia si t*am / xtir.	Please choose, Tom.
durt i-'da-n	last week
ci-γ dag:i	I ate here
lḥs	lick
lḥs-γ	I licked
ad*ud; id*udan	finger; fingers
lḥs-γ id*udan-iu	I licked my fingers
durt i-'da-n ci-γ dag:i lḥs-γ id*udan-iu.	Last week when I ate here, I licked my fingers.
i-uašu	why
aui-d:	bring
uui-n	they carry
i-uašu-aγ-d:-uui-n	why did they bring us
ilkl	all
ilkl lmakla-ag:i	all this food
i-uašu-aγ-d:-uui-n ilkl lmakla-ag:i?	Why did they bring us all this food?
g:-tmurt-nγ	in our country
fk; t:ak	give; keep giving

t:ak-n-ak	they give you
ašu s’a-n	whatever they have
g:-tmurt-nγ t:ak-n-ak ašu s’a-n.	In our country they give you what they have.
kci	you
t-t:t-d*	you eat
’žb	please
i-’žb-n	that which pleases
i-k-i’žb-n	that which pleases you
kci t-t:b-d* ui-n i-k-i-’žb-n	you eat what you like
salam	peace
kci t-t:t-d* ui-n i-k-i’žb-n u salam.	You eat whatever you like, and that's all.
xls*	pay
lxlas*	payment
u lxlas / amik?	And what about the bill?
fuk	finish
ma-ara-t-fuk-d*	when you finish
lmakla-ink	your mail
ma-ara-t-fuk-d* lmakla-ink	when you finish your meal
ad-t-ruḥ-d*	you will go
ad-t-zr*-d*	you will see
ad-t-ruḥ-d* ad-t-zr*-d*	you go to see
at*bax	restaurant owner
ma-ara-t-fuk-d* lmakla-ink ad-t-ruḥ-d* ad-t-zr*-d* at*bax.	When you finish your meal, you go to see the owner.

ad-as-t-ini-d*	you will tell him
ašu t-ci-d*	what you ate
ad-ak-d:-i-fk	then he will give you
suma	price
ad-as-t-ini-d* ašu t-ci-d* ad-ak-d:-i-fk suma.	You tell him what you ate, and then he tells you the price.
j	leave
ašḥal-ara-j-γ	how much will I have
sufl n-t*abla	on the table
ašḥal-ara-j-γ sufl n-t*abla.	How much shall I leave on the table?
g:-l'mr-ik	in your life
taja	keep leaving
g:-l'mr-ik ur-taja	never leave
idrimn	money
i-iun uxdam	for a worker
aia si t*am / g:-l'mr-ik ur-taja idrimn i-iun uxdam.	Never leave money for a worker, Tom.
γid*	disappoint
lḥal	condition
at*as	much
ad-t-i-γid* lḥal at*as.	He will be very disappointed.
ur-'lim-γ-ara.	I didn't know.
g:-tmurt-iu	in my country
n-taja idrimn	we leave money
g:-lk*haui	in cafěs

ur	get into
i-i-t:uuar-n g:-taksiin	the one who rides taxis
g:-tmurt-iu n-taja idrimn g:-lk*haui i-i-t:uuar-n g:-taksiin.	In my country we leave tips in restaurants and when we ride taxis.
kul iun	each one
trbia	custom
d:-trbia-ins	with his custom
iih. kul iun d:-trbia-ins.	Yes, when in Rome ...
tamžlabt; timžlabin	plate; plates
ta’nzaut	cutlery
lkas	cup
a-si t*am / ha-t:-a tmžlabt-ik d:-t’nzaut-ik d:-lkas-ik.	Here are your plate, silverware and cup, Tom.
bsml:ah	(formula)
ad-n-c	we shall eat
bsml:ah ad-n-c.	Well, let's eat.
k*irnid*-ag:i	this octopus
ur-t-t:ḥibi-γ-ara	I don't like him
k*irnid*-ag:i ur-t-t:ḥibi-γ-ara at*as.	I don't like this octupus very much.
št*it*ha-ag:i	this stew
št*it*ha-ag:i n-srdin	this sardine chowder
bnin	be tasty
bnin-t	she is tasty

k*irnid*-ag:i ur-t-t:ḥibi-γ-ara at*as bsḥ št*it*ha-ag:i n-srdin bnin-t.	I don't like this eel very much, but the sardine chowder is very good.
γur-k lḥk*	you're right
nk:i daγn	I took
ḥub-γ	I like
št*i t*ḥa-n:i	this/that stew
γur-k lḥk*/ nk:i daγn ḥub-γ št*it*ḥa-n:i.	You're right. I like this chowder, too.
abrik*; ibrak*n	pitcher; pitchers
ha-t-a ubrik* uaman	here's a pitcher of water
šlil	wash
ad-t-šlil-d*	you will wash
afus; ifas:n	hand; hands
ha-t-a ubrik* uaman baš ad-t-šlil-d* ifas:n-ik.	Here's a pitcher of water to wash your hands.
'tik*	keep
lsaha	health
i-'tik* lsaha	Good health to you.
g:-l'naia-k	please
j-ii	leave me; let me
ad-xls*-γ	I will pay
a-si k'u / g:-l'naia-k j-ii ad-x ls*-γ.	Please let me pay, K'u.
ad-t-i-γid* lḥal	he will be disappointed
si muḥand ad-t-i-γid* lḥal at*as.	Si Mohammed will be very disappointed.

’rd*	invite
i-’rd*-n	who invited
dnt:a i-aγ-i-’rd*-n.	It was he who invited us.

Dialogue

M: mrḥba sis-uun. as-a n-s'a k*irnid* d:-uk*žun n-lbhar d:-srdin d:-sibia d-lmak:run d:-ruž. lḥut-ag:i / n-s'a-t i-k*la niγ i-uua g:-lk:uša.

KA: aia si t*am / xtir. durt i-'da-n ci-γ dag:i lḥs-γ id*udan-iu.

TF: i-uašu-aγ-d:-uui-n ilkl lmakla-ag:i?

KA: g:-tmurt-nγ t:ak-n-ak ašu s'a-n. kci t-t:t-d* ui-n i-k-i-'žb-n u salam.

TF: u lxlas / amik?

KA: ma-ara-t-fuk-d* lmakla-ink ad-t-ruḥ-d* ad-t-zr*-d* at*bax. ad-as-t-ini-d* ašu t-ci-d* ad-ak-d:-i-fk suma.

TF: ašḥal-ara-j-γ sufl n-t*abla.

KA: aia sit*am / g:-l'mr-ik urtaja idrimn i-iun uxdam. ad-t-i-γid* lḥal at*as.

TF: ur-'lim-γ-ara. g:-tmurt-iu n-taja idrimn g:-lk*haui i-i-t:uuar-n g:-taksiin.

KA: iih. kul iun d:-trbia-ins. a-si t*am / ha-t:a tmžlabt-ik d:-t'nzaut-ik d:-lkas-ik. bsml:ah ad-n-c.

TF: k*irnid*-ag:i ur-t-t:ḥibi-γ-ara at*as bsḥ št*it-ha-ag:i n-srdin bnin-t.

KA: γur-k lḥk* / nk:i daγn ḥub-γ št*it-ḥa-n:i. ha-t-a ubrik* uaman baš ad-t-šlil-d* ifas:n-ik.

TF: i-'tik* lsaha. a-si k'u / g:-l'naia-k j-ii ad-xls*-γ.

KA: si muḥand ad-t-i-γid* lḥalat*as. ant:a i-aγ-i-'rd*-n.

Questions

1. amik ism-is at*bax?
2. smi-d: azuḥ n-lḥut i-s'a.
3. lḥut / amik suai-n-t?
4. k'u / i-t:ḥibi lḥut n-si muḥand?
5. amik xtar-n md:n lmakla?
6. i-uašu-asn-uui-n ilkl lmala?
7. tam fšr i-ca g:-tt*baxt-n:i ak*bl?
8. amik-ara-i-'lm suma n-lmakla-ins?
9. g:-tmurt n-k'u taja-n idrimn?
10. g:-tmurt n-t*am fšr taja-n idrimn?
11. alukan ad-t-j-d* idrimn i-ut*bax?
12. ad-s-i-'žb lḥal?
13. ašu-ara-c-n t*am d:-k'u?
14. s-uasu-ara-c-n?
15. k*irnid* / dl'ali-t:?
16. š*tit*ha n-srdin / dl'ali-t:?
17. t-'žb št*it*ha i-t*am fšr?
18. ašu-i-i-la-n zdaxl uubrik*?
19. t*am fšr / aida-ara-i-slil ifas:n-is?
20. ui-ai-i-xls*-n as-mi-fuk-n?

Unit XV Notes

Verb Stems: Derived Forms

In addition to the causative and iterative stems which are formed from the basic stems of verbs by adding prefixes or making changes in the consonantal or vocalic patterns of the stem, other verbal stems can be formed from the basic stems of the verbs. One of the most important of these is the passive stem. This stem can be used in verbal sentences in which the complement phrase of the sentence is not a direct object. It differs from the passive in English because the complement phrase cannot include an agent. Before discussing the formation of the stems let us examine the difference between the passive structures in Kabyle and English more carefully.

The passive sentence in Kabyle is a verbal sentence which consists of a verb phrase and a complement. The complement in such sentences is usually a noun preceded by a prepositional prefix. The verb phrase includes a subject marker which may be extended by the addition of a noun to the verb phrase. The subject is a participant in the action specified by the verb or involved in the activity expressed by the verb. Although he is not the originator of the action, he may be considered the recipient of the action or the effect of the action. This statement may also describe the subject in the passive sentence in English. In Kabyle passive sentences, the originator of the action in the passive sentence cannot be specified. This is not the case in English, for the actor may be expressed as an agent in a phrase introduced by the preposition 'b'. In Kabyle, if the actor is to be specified in the sentence, the basic stem of the verb (or the derived causative stem when the basic stem is intransitive) must be used. The English sentence, 'Tom saw K'u,' is equivalent to the Kabyle sentence _t*am i-zr*a k'u_ in which the basix stem of the verb _zr_* is used. The active sentence in English can be changed to a passive sentence, 'K'u was seen by Tom.' In the passive sentence, attention has been shifted from the actor and focused on the person affected by the action without losing information about the identity of the actor. In Kabyle, this is done by shifting the direct object complement to the initial position in the sentence: _k'u i-zr*a-t t*am_. Note that the basic verb stem is still used, and it is the fact that the direct object affix is used with the verb that makes it clear that the noun in initial position is the object and not to be identified with the subject marker _i_- at the beginning of the verb. Whenever the direct object precedes the verb phrase, this pattern is used so that there is no confusion of the two sentences:

_k'u i-zr*a t*am_	'K'u saw Tom.'
_k'u i-zr*a-t t*am_.	'K'u was seen by Tom.'

It is only when there is no agent expressed and no reciprocal activity implied that the passive stem is used in Kabyle.

The passive stem is formed from the basic stem of verbs by the addition of the modal prefix _t:u_. When the prefix is added to stems beginning with the vowel /a/, usually the vowel is retained.

_af_	'find'	_t:uaf_	'be found'
_aɣ_	'buy'	_t:uaɣ_	'be bought'
aru	'write'	_t:uaru_	'be written'

akr	'steal'	t:uakr	'be stolen'

With these verbs, the form of the stem remains unchanged in the perfect and the negative of the perfect.

When the basic stem begins with two consonants, a fortis consonant, or an emphatic consonant, the passive prefix is t:ua:

z*u	'plant'	t:uaz*u	'be planted'
sn	'know'	t:uasn	'be known'
krz	'plow'	t:uakrz	'be plowed'

The last example illustrates the fact that the consonant /c/ is basically a fortis consonant. Stems formed in this way are usually unchanged in the perfect and in the negative, but it is important to note that if the basic stem is one in which there is a vowel that changes for perfect or negative, the same change will occur in the passive stem. This rule applies only if the vowel is a part of the basic stem, not an addition:

hg:i	'prepare'	t:uahg:i	'be prepared'
c	'eat'	t:uac	'be eaten' .

The perfect of the first passive stem is: i-t:uahg:a 'he/it has been prepared.' For the second passive stem, the perfect is: i-t:uac 'he/it has been eaten.' The difference in form (the occurrence of /a/ in the first verb but not in the second) is a result of the fact that the vowel /i/ is a part of the basic stem of hg:i, but the basic stem of c contains no vowel, although the perfect of this verb is i-ca.

The passive prefix may be shortened to t:, that is, the fortis /t/ without a vowel. When this is done, it has the same form as the iterative prefix and can be used only with those verbs in which the iterative is marked by an internal stem change. This shortened prefix may be used in free variation with the preceding form of the passive prefix:

Basic Stem		Iterative	Passive Stems
c	'eat'	tt:	t:uac / t:c
krz	'plow'	kr:z	t:uakrz / t:krz
rd*l	'ask for'	rd*al	t:uard*l / t:rd*l
ls	'dress'(intr.)	lsa	t:uals / t:ls .

The passive prefix is also used with causative stems. The form of the prefix in such cases is usually t:u.

Basic Stem		Causative		Passive
nz	'be on sale'	znz	'sell'	t:uznz
ird	'be clean'	sird	'clean'	t:usird
rs	'be in place'	srs	'place'	t:usrs
ḥmu	'be hot'	sḥmu	'heat'(tr.)	t:usḥmu .

All of the passive stems, whether derived from the basic stem of a verb or the causative stem, have an iterative form. This is necessary to satisfy the requirements of the negative structure, which occurs only with an iterative stem in the imperfect. Because the passive prefix includes /t:/ which is also the marker of the iterative, the iterative of the passive is usually formed by addition of a vowel:

Basic Stem	Causative	Passive Stem	Iterative of the Passive	
krz		t:krz	t:kraz	'being plowed'
akr		t:uakr	t:uakar	'being stolen'
rd*l		t:rd*l	t:rd*al	'being asked for'
af		t:uaf	t:uafa	'being found'
j		t:uaj	t:uaja	'being left'
ls		t:ls	t:lsa	'being dressed'
nz	znz	t:uznz	t:uznza	'being sold'
ḥmu	sḥmu	t:usḥmu	t:usḥmai	'being heated' .

It is easy to see that the iterative of the passive stem does not always correspond to the iterative of the basic stem from which the passive has been formed. In verbs such as af or krz this is especially noticeable. It is also true that the vowel added to form the iterative of the passive is usually /a/, not /u/ or /i/, as in the case of the causative stems. The examples given above also illustrated another important feature of the verb system in Kabyle: the fact that more than one of the modal affixes may be added to a single stem to introduce modifications of the basic meaning.

Narrative

si muḥand i-s’a tat*baxt g:-bagit. nt:a dmul n-tt*baxt. as n-suk* at*as n-md:n zr*-n-t. lmakla-ins mšhur-it g:-tmurt-ihin. i-suai lḥut.lḥut-n:i / i-s’a-t damidur.

k’u i-t:ḥibi lḥut i-k*la. daγ-n s’a-n-t i-uua g:-lkuša. uui-n-d: ilkl lmakla baš md:n ad-xtir-n ašu-bγa-n. t*am fšr i-bγa ad-i-sn mnhu-ara-i-xls*-n. k’u i-na-ias dsi muḥand ara-i-xls*-n.

axdam i-t:γid* lḥal ma-as-t-fki-d* idrimn. trbia g:-ljazaiir maši am-g:-lamirik:.

lmakla n-t*am fšr d:-uḥbib-is bnin-it.

Unit XVI

šfu	remember
t-šfi-d*	you remember
argaz-n:i	that man
i-k*im-n zat n-t*bla-nγ	sitting near our table
t-šfi-d* argaz-n:i i-k*im-n zat n-t*bla-nγ?	Do you remember that man sitting near our table?
ui-n i-la-n	that is the one who
d:-iun uuk*šiš	with a boy
amzian	small (one)
aḥfian	barefooted
ui-n i-la-n d:-iun uuk*šiš amzian daḥfian?	Do you mean the one with the little boy with bare feet?
nt:a dgma-s	he's the brother
gma-s n-tmt*ut-iu	my wife's brother
iih. nt:a dgma-s n-tmt*ut-iu.	Yes; he's my brother-in-law.
as-ag:i	today
zuž	marry; give in marriage
ad-as-i-zuž i-m:i-s	he will marry off his son
as-ag:i ad-as-i-zuž i-m:i-s.	Today he's marrying off his son.
'rd*	invite

i-'rd*-aγ	he invited us
t-bγi-d*	you want
as	arrive
ad-t-as-d*	you will arrive
i-'rd*-aγ. t-bγi-d* ad-t-as-d*?	He has invited us. Do you want to go?
g:-l'mr-iu ur-zr*i-γ	I never saw
tamγra	party; celebration
tamγra n-lk*bail	a Kabyle party
iih. g:-l'mr-iu ur-zr*i-γ tamγra n-lk*bail.	Yes. I never saw a Kabyle party.
f-ašḥal sa'a	at what time
i-'rd*-aγ	he invited us
f-ašḥal sa'a i-'rd*-aγ?	For what time did he invite us?
md:n	people
abr:ani	outsider; foreigner
md:n ibr:aniin	outsiders; foreigners
aud*	arrive
ad-aud*-n	they will arrive
f-t:mnia	at eight o'clock
md:n ibr:aniin ad-aud*n f-t:mnia.	Outsiders will arrive at eight o'clock.

bṣh nk:ni	but we
ṣhabin uuxam	neighbors
i-lzm	it is necessary
i-lzm-aγ	it is necessary for us
ad-n-ili dihin	we will be there
i-lzm-aγ ad-n-ili dihin	we must be there
ak*bl	before(hand)
'aun	help
baš ad-n-'aun	in order that we help
md:n ibr:aniin ad-aud*-n f-t:mnia bṣh nk:ni ṣhabin uuxam i-lzm-aγ ad-n-ili dihin ak*bl baš ad-n-'aun.	Those from far away will get there at eight o'clock, but we who live nearby should be there before to help.
i-b'd	he is far away
s-uag:i	from here
i-b'd s-uag:i?	Is it far away?
ahat i-lzm-aγ	perhaps we must
kru	rent
ad-n-kru	we will rent
ahat i-lzm-aγ ad-n-kru at*aksi.	Perhaps we should rent a taxi.
al:a. bgait maši dlus*anjlis.	No. Bougie is not Los Angeles.
n-kr:u at*aksi	we hire a cab

asmi-ara-n-ruḥ	when we will go
br:a f-tmdint	outside the city
nk:ni n-kr:u at*aksi asmi-ara-n-ruḥ br:a f-tmdint.	We hire a cab when we go outside the city.
t-zr*i-d* axam-inin	you saw that house
'lm	show
ta'l:am-nt	they are showing
tamlalt d:-tazg:zaut	white and green
s-tiri	with star(s)
agur	moon
d:-uagur i-zg*aγ-n	with a red moon
t-zr*i-d* axam-ihin aida ta'l:am-nt tamlalt d:-tazg:zaut s-tiri d:-uagur i-zg*aγ-n?	Do you see that house where there are green and white stars and a red moon?
dui-n i-dam n-tmγra.	That's the house where the party will be.
ha-t-an	there he is
la-n at*as n-md:n	there are many people
ha-t-an la-n at*as n-md:n.	There are many people there.
'k*l	recognize
t-'k*l-d*	you recognize
lab'd	a quantity

lab'd dg:-sn	some of them
ahat t-'k*l-d* lab'd dg:-sn	perhaps you recognize some of them
'mi lḥus*in	Uncle Houssein
gma lbašir	Bashir, my brother
ahat t-'k*l-d* lab'd dg:-sn 'mi lḥus*in gma lbašir.	Perhaps you know some of them, Uncle Houssein and my brother Bashir.
'k*l-γ	I recognize
kra dg:-sn	some of them
'k*l-γ kra dg:-sn	I recognize some of them
ur-sin-γ-ara	I don't know
ilkl	all
iih. 'k*l-γ kra dg:-sn bsḥ ur-sin-γ-ara ilkl.	Yes, I recognize some of them, but I don't know (them) all.
k*dm	present
ad-k-n-k*dm-γ	I'll introduce you there
iih. ad-k-n-k*dm-γ.	Yes, I'll introduce you.
slm	greet
ad-slm-γ fl-asn.	I'll greet them.
nk:i daγn	I too
nk:i daγn ur-tn-sin-γ-ara ilkl.	I don't know them all either.

ha-t-an	there he is
bab n-tmγra	host
ha-t-an bab n-tmγra dihin	There's the host.
argaz zat-is	the man beside him
mnhu-t	who is he
argaz zat-is / mnhu-t?	Who's the man beside him?
akustim abrkan	dark suit
ui-n s-ukustim abrkan	the one in the dark suit
isli	bridegroom
ui-n s-ukustim abrkan disli.	The one in the dark suit is the groom.

Dialogue

K.A. t-šfi-d* argaz-n:i i-k*im-n zat n-t*bla-nγ?

T.F. ui-n i-la-n d:-iun uuk*šiš amzian daḥfian?

K.A. iih. nt:a dgma-s n-tmt*ut-iu. as-ag:i ad-as-i-zuž i-m:i-s. i-'rd*-aγ. t-bγi-d* ad-t-as-d*?

T.F. iih. g:-l'mr-iu ur-zr*i-γ-atamγra n-lk*bail. f-aš̌ḥal sa'a i-'rd*aγ?

K.A. md:n ibr:aniin ad-aud*-n f-t:mnia. bsḥ nk:ni sḥabin uuxam i-lzm-aγ ad-n-ili dihin ak*bl baš̌ ad-n-'aun.

T.F. i-b'd s-uag:i? ahat i-lzm-aγ ad-n-kru at*aksi.

K.A. al:a. bgait maši dlus*anjlis. nk:ni -n-kr:u at*aksi asmi-ara-n-ruḥ br:a f-tmdint. t-zr*i-d* axam-ihin aida ta'l:am-nt tamlalt d:-tazg:zaut s-tiri d:-uagur i-zg*aγ-n? dui-n i-daxam n-tmγra.

T.F. ha-t-an la-n at*as n-md:n.

K.A. ahat t-'k*l-d* lab'd dg:-sn 'mi lḥus*in gma lbaširr.

T.F. iih. 'k*l-γ kra dg:-sn bsḥ ur-sin-γ-ara ilkl. iih. ad-k-n-k*dm-γ.

K.A. ad-slm-γ fl-asn. nk:i daγn ur-tn-sin-γ-ara ilkl. ha-t-an bab n-tmγra dihin.

T.F. argaz zat-is / mnhu-t?

K.A. ui-n s-ukustim abrkan disli.

Questions

1. mnhu dargaz d:-iun uuk*šiš amzian?

2. aida k*im-n?

3. ak*šiš amzian / γur-s s*bat?

4. i-zr*a t*am fšr tamγra n-lk*bail?

5. i-uašu ad-t-ili tmγra?

6. f-ašḥal sa'a 'rd*-n-tn?

7. mnhu ad-aud*-n f-t:mnia?

8. i-lzm-asn ad-kru-n at*aksi?

9. mlmi-ara-kru-n lk*bail at*aksi?

10. ašu ta'lam-nt g:-uxam?

11. 'mi-s n-k'u / ism-is?

12. gma-s n-k'u / ism-is?

13. t*am fšr i-sn md:n?

14. aida isli?

15. ašu i-ls isli?

Unit XVI Notes

Verb Stems: Derived Forms

The reciprocal, reflexive, or passive concept is indicated in Kabyle by the same type of modification of the basic verb stem that introduces the causative and iterative meanings, i.e., the addition of a modal prefix to the basic verb stem. The prefix used in this case is m. Like the other modal prefixes it has variant forms, and there may also be internal stem modifications that accompany it. Although the primary meaning associated with this prefix is reciprocity, a stem to which it has been added may be found with singular subject markers. Because a reciprocal verb can occur only with plural subjects, a different meaning must be assigned to the prefix when it occurs with singular subjects. Usually this meaning is passive. The reason for this variation lies in the fact that an older prefix n was used to form passive stems. Now the two nasal prefixes have coalesced, and m occurs almost exclusively. Only occasionally does n occur; when it does, it is usually considered a variation of m. The exact meaning of a specific verb form is then determined by context as well as by the occurrence or non-occurrence of a plural subject marker.

With many verbs, especially those that contain only one or two consonants in the basic stem, the form of the prefix is m.

zr*	'see'	mzr*	'be seen; see each other'
nγ	'kill'	mnγ	'kill each other; battle'
uali	'look at'	muali	'look at each other'
c	'eat'	mc	'be eaten'

When the prefix *m* occurs with basic stems that contain two or more consonants, the form of the prefix is *mi*, and the vowel /a/ is usually added to the stem before the final consonant:

kšm	'enter'	*mikšam*	'visit each other'
*rd*l*	'ask for'	*mird*al*	'ask each other for'
gzm	'cut'	*migzam*	'cut each other'

The derived forms of basic stems that contain a vowel follow the same rules for vowel changes in perfect and negative forms that are applied to the basic stem:

muali	'look at each other'	*muala-n*	'they looked at each other'
mc	'be eaten'	*i-mc*	'it was eaten'.

In the first example, the /i/ of the stem becomes /a/ in the perfect just as it does in the basic stem. In the second example, there is no vowel in the perfect of the reciprocal stem because the vowel that occurs in the perfect of the basic stem represents an addition to that stem, not an integral part of it.

The reciprocal prefix may be added to derived stems that are transitive. This, of course, includes all of the causative stems formed by the addition of *s*. The form of the reciprocal prefix when it occurs with such stems is *m*.

znz	'sell'	*mznz*	'sell to each other'
sls	'dress' (tr.)	*msls*	'dress each other'
sns	'have overnight'	*msns*	'have each other overnight'
zbzg	'wet'	*mzbzag*	'wet each other'
sufγ	'put out'	*msufaγ*	'lack interest'

The last two examples illustrate the fact that certain verb stems introduce the vowel /a/ before the final consonant of the basic stem.

All reciprocal stems may be modified with the iterative prefix t:. When this is done, the vowel /a/ is usually introduced into the stem. This is done whether the basic stem requires /a/ for its iterative stem or not:

mc	'be eaten'	t:mca	'being eaten'
mls	'be dressed; dress each other'	t:mlsa	'being dressed; dressing each other'
mzr*	'see each other'	t:mzr*a	'seeing each other'
mnγ	'battle'	t:mnγa	'being in battle'
mikšam	'visit each other'	t:mikšam	'visiting each other'.

When the basic stem of the verb contains more than two consonants, the /a/ which is added in the iterative of the reciprocal usually occurs before the final consonant. In other verbs, /a/ is usually added at the end of the basic stem. The introduction of /a/ is found also in the iterative stems of reciprocals based on causative stems. In addition, if the vowel /a/ has been lost in the formation of these stems, it reappears when the iterative is formed:

az:l	mziz:l	t:mzaz:l	'running toward each other'
ad*n	msid*n	t:msad*an	'making each other sick'
aul	msiul	t:msaual	'asking each other'
ls	msls	t:mslsa	'dressing each other'.

It is possible to combine the modal prefixes in various ways, as the examples given in this and the preceding units have shown. There are certain limitations, however. The most general limitation is that a prefix may not be added to a single basic stem more than once. This eliminates the possibility of forming a reciprocal stem from a causative stem and then adding the causative prefix *s* to the reciprocal of the causative. It is also the reason that no secondary formations are based on iterative stems; for each stem, whether basic or derived, must have an iterative form. This is necessary because of the grammatical requirements of the language that have been mentioned. If a causative were formed from an iterative, it would not be possible to form an iterative stem from the second derived stem, and there could be no negative imperfect. Aside from limitations of this sort, however, the modal prefixes do occur with each other freely, and the modifications of the meaning of the basic stem are determined by the order in which the modal prefixes are added:

c	*sc*	'feed'	*msc*	'feed each other'
c	*mc*	'be eaten'	*smc*	'cause to be eaten'
nγ	*snγ*	'cause to kill'	*msnγ*	'cause each other to kill'
nγ	*mnγ*	'kill each other'	*smnγ*	'cause to kill each other'
rs	*srs*	'place'	*t:usrs*	'be placed'
nz	*znz*	'sell'	*t:uznz*	'be sold'.

For eachof the stems listed above, there is an iterative stem. Note, however, that the occurrence of the prefixes *t:u* and *m* is restricted to use with transitive verbs. This means that they occur less frequently than does *s* which is not restricted in this way. It also means that *s* may be the first of the modal prefixes added to a basic verb stem thereby forming a transitive stem to which either *m* or *t:u* may be added. The final prefix added is the iterative *t:*.

Narrative

t*am fšr i-šfa argaz i-k*im-n zat-is g:-lmat'am. iun uuk*šiš amzian dg:-s. nt:a dgma-s n-tmt*ut n-k'u. ad-as-i-zuž i-m:i-s. i-'rd*-tn. t*am fšr i-bγa ad-i-as. g:-l'mr-is ur-i-zr*i- tamγra n-lk*bail. md:n ibr:aniin ad-aud*-n f-t:mnia. md:n sḥabin uuxam / i-lzm-asn ad-aud*-n ak*bl baš ad-'aun-n. i-t*am fšr d:-k'u / ur-asn-i-lzim-ara ad-kru-n at*aksi. ur-t:ruḥ-n-ara br:a f-tmdint. g:-uxam ta'lam-nt tiri d:-uagur i-zg*aγ-n. ha-t-an la-n at*as n-md:n. k'u i-zr*a 'miθs lḥus*in d:-gma-s lbašir. t*am i-'k*l kra n-md:n bsḥ ur-i-sin-ara ilkl. zr*a-n bab n-tmγra. isli zat-is. i-ls akustim abrkan.

Unit XVII

kšm	enter
kšm-n	they entered
t*am fšr d:-k'u kšm-n	Tom Fisher and K'u entered
axam n-tmγra	house of the party
kšm-n γr-uxam n-tmγra	they entered the house of the party

t*am fšr d:-k'u kšm-n γr-uxam n-tmγra.	Tom Fisher and K'u entered the house of the party.

slm	greet
mslam	greet (each other); exchange greetings
mslam-n	they greeted
mul uuxam	head of the house
imaulan uuxam	(senior) members of the household

mslam-n f-imaulan uuxam.	They greeted the members of the family.

mn b'd	afterwards; later
ruḥ-n	they went
tafrait	patio; small courtyard
γr-iut n-tfrait	to a patio
mn b'd ruḥ-n γr-iut n-tfrait	later they went to a patio
fr:j	watch
baš ad-fr:j-n	so that they watch
t*bl	drum; orchestra
baš ad-fr:j-n g:-t*bl	to watch the orchestra

mn b'd ruḥ-n γr-iut n-tfrait baš ad-fr:j-n g:-t*bl.	Later they went to a patio to watch the orchestra.
ja-n-aγ	they left for us
amk:an; imuk:an	place; places
ja-n-aγ sin imuk:an	they left us two seats
t*rf	side; row
zuir	precede
amzuaru	preceding (one); first
g:-t*rf amzuaru	in the first row
ja-n-aγ sin imuk:an g:-t*rf amzuaru.	They left us two seats in the front row.
si-uag:i	from here
n-zmr	we can
zmr ad-n-zr*	we can see
ṣhab	friend; member; associate
ṣhabin n-t*bl	members of the orchestra
št*ḥ	dance
tašt*aḥt; tišt*aḥin	dancer; dancers
si-uag:i n-zmr ad-n-zr* ṣhabin n-t*bl d:-tišt*aḥin.	From here we can see the orchestra and the dancers.
γur-sn	they have
γur-sn daγn	they also have
γur-sn daγn tišt*aḥin?	Do they have dancers too?
γil	believe
nk:i γil-γ	I believed
lxalat	women

xld*	mix
t:xlid*	mix
ur-t:xlid*-nt-ara	they don't mix
lxalat ur-t:xlid*-nt-ara	the women don't mix
d:-irgazn	with men
nk:i ɣil-ɣ bl:i lxalat ur-t:xlid*-nt-ara d:-irgazn.	I thought the women didn't mix with the men.
ɣur-k lḥk*.	You're right.
tišt*aḥin-ag:i	these dancers
as-d:	come here
t:as-nt-d:	they come here
d:-t*bl	with the orchestra
bsḥ tišt*aḥin-ag:i t:as-nt-d: d:-t*bl.	But these dancers come with the band.
aka	so; thus
rbḥ	earn
aka ai-rbḥ-nt	so they earn
aɣrum-nsnt	their bread
aka ai-rbḥ-nt aɣrum-nsnt.	That's how they earn their living.
št*ḥ-nt	they dance
šnu	sing
šnu-nt	they sing
ḥku	tell stories
ḥku-nt	they tell stories
št*ḥ-nt šnu-nt niɣ ḥku-nt	they dance, sing, or tell stories

m'n	be interesting
tam'ait; tim'ain	interesting (one); stories
št*ḥ-nt šnu-nt niγ ḥku-nt tim'ain.	They dance, sing, and tell funny stories.
ls	wear; put on
t:lus-nt	they wear
ašu t:lus-nt?	What do they wear?
ak*rui	head
ak*rui-nsnt	their heads
'ri	be uncovered; be naked
a'rian	uncovered (one)
ak*rui-nsnt da'rian.	Their heads are bare.
š'r	hair
š'r-nsnt	their hair
γli	fall; go down
i-t:γli	he falls
s'r-nsnt i-t:γli	their hair falls
muja; lmuaji	wave; waves
am-lmuaji	like waves
a'rur; i'rurn	back; backs
š'r-nsnt i-t:γli am-lmuaji f-i'rurn-nsnt.	Their hair falls like waves down their backs.
tit*; aln	eye; eyes
irik*	decorate
t:irik*-nt	they decorate

aln-nsnt t:irik*-nt-tn	they decorate their eyes
s-lḥrk*us	tatoo; mascara
tamxuγt; timxuγin	brow; eyelid; eyelids
aln-nsnt t:irik*-nt s-lḥrk*us g:-tmxuγin.	They decorate their eyes with mascara on the lids.
'lik*	hang
t:'lik*-nt	they hang
tamngušt; timngušin	earring; earrings
t:'lik*-nt tmngušin.	Earrings are dangling.
ašnfr; išnfirn	lip; lips
zg*aγ	become red
zg*aγ-it	are red
išnfirn zg*aγ-it	lips are red
s-lḥmair	with rouge
am-idamn	like blood
išnfirn zg*aγ-it s-lḥmair am-idamn.	Lips are red with bright rouge.
udm; udmaun	face; faces
f:r	cover
t:f:r-nt-tn	they cover them
udmaun-nsnt / t:f:r-nt-tn?	Do they wear veils?
al:a. ur-tn-t:f:r-nt-ara.	No, they don't wear veils.
lab'd ag:-snt	some of them
sbur	put on; wear
sbur-nt	they wear
taḥaikt	mantle; hooded tunic

taḥaikt tamziant	small mantle
lab'd dg:-snt sbur-nt taḥaikt tamziant	some of them wear a small mantle
bdu	begin
ma-ara-bdu-nt	when they begin
ma-ara-bdu-nt ad-št*ḥ-nt	when they begin to dance
lab'd dg:-snt sbur-nt taḥaikt ma-ara-bdu-nt ad-št*ḥ-nt.	Some of them wear a small mantle when they begin to dance.
k:s	take off
t:k:s-nt-t:	they take it off
srus	put down
srus-nt-t:	they put it down
tag:ust	pole
g:-tag:ust	on a pole
t:k:s-nt-t: mnb'd srus-nt-t: g:-tag:ust.	They take it off and then put it on a pole.
nuhnti	they (f.)
št*ḥ-nt	they dance
kul iut	each one
ljiha; ljihat	area; areas
g:-lhija-ins	in her area
niɣ amik	or how
nuhnti / kul iut št*ḥ-nt g:-ljiha-ins niɣ amik?	Does each one dance by herself or what (do they do)?
ta	this one (f.)
t*f	catch; seize

ta t-t:at*af	this one takes hold of
g:-ufus	in the hand
ta t-t:at*af g:-ufus n-ta	this one takes that one by the hand
t:at*af-nt iman-nsnt	they hold themselves
g:-al:mas	in a circle
šbk	join; twine
t:mšabak-nt	they hold each other
g:-iγąln	by the shoulders
ta t-t:at*af g:-ufus n-ta niγ t:at*af-nt iman-nsnt g:-almas niγ t:mšabak-nt g:-iγaln.	One takes the other by the hand, or they form a circle, or they hold each other's arms.
ma-ara-ḥmu-nt	when they become hot
t:rg:ig:i-nt	they shake
'uj	twist
t:'uaj-nt	they twist
'abud*-nsnt	their stomachs
am-lkauicu	like rubber
ma-ara-ḥmu-nt t:rg:ig:i-nt u t:'uaj-nt 'abud*-nsnt am-lkauicu.	When they get started, they shake and twist themselves like rubber.
jur	put on
t:jur-nt	they put on
g:-id*arn	on the feet
ašu t:jur-nt g:-id*arn?	What do they wear on their feet?
ls	wear
t:lus-nt	they wear

ark:asn	sandals
t:lus-nt ark:asn.	They wear sandals.
g:-tiišrirt	on the legs
s'a-nt	they have
axlal; ixlaln	bracelet; large ring
rdif	large bracelet
g:-tiišrirt s'a-nt axlal niγ rdif.	On their ankles they have large rings or bracelets.
št*ḥ-nt at*as	they dance a lot
niγ azuḥ	or a little
št*ḥ-nt at*as niγ azuḥ?	Do they dance a lot or a little?
zr*i-γ	I saw
kra dg:-snt	some of them
št*ḥ-nt	they dance
'd:i	pass
'd:a-n	they passed
sa'a; suai'	hour; hours
snat n-suai'	two hours
zr*i-γ kra dg:-snt št*ḥ-nt 'd:a-n snat n-suai'.	I have seen some of them dance more than two hours.
ad-t-ini-d*	you will say
ul; ulaun	heart; hearts
uzal	iron
ul-nsnt duzal	their hearts are made of iron
tasa	liver
ulaš	there is no ...

kra n-lxalat	some women
sdfir n-lizar-ihin	behind that curtain
kra n-lxalat sdfir n-lizar-ihin / dnuhnti?	Some women are behind that curtain. Are they the ones?
sḥmai-nt	they are heating
iman-nsnt	themselves
iih. ahat sḥmai-nt iman-nsnt.	Yes. Perhaps they're warming up.

Dialogue

t*am fšr d:-k'u kšm-n γr-uxam n-tmγra. mslam-n f-imaulan uuxam. mnb'd ruḥ-n γr-iut n-tfrait baš ad-fr:j-n g:-t*bl.

K.A. ja-n-aγ sin imukan g:-t*rf amzuaru. si-uag:i n-zmr ad-n-zr* sḥabin n-t*bl d:-tiš*aḥin.

T.F. γur-sn daγn tišt*aḥin? nk:i γil-γ bl:i lxalat ur-t:xlid*-nt-ara d:-irgazn.

K.A. γur-k lḥk*. bsḥ tišt*aḥin-ag:i t:as-nt-d: d:-t*bl. aka ai-rbḥ-nt aγrum-nsnt. št*ḥ-nt šnu-nt niγ ḥku-nt tim'ain.

T.F. ašu t:lus-nt?

K.A. ak*rui-nsnt da'rian. š'r-nsnt i-t:γli am-lmuaji f-i'rurn-nsnt. aln-nsnt t:irik*-nt s-lḥrk*us g:-tmxuγin. t:'lik*-nt tmngušin. išnfirn zg*aγ-it s-lḥmair am idamn.

T.F. udmaun-nsnt / t:f:r-nt-tn?

K.A. al:a. ur-tn-t:f:r-nt-ara. lab'd dg:-snt sbur-nt taḥaikt ma-ara bdu-nt ad-št*ḥ-nt. t:k:s-nt-t: mnb'd srus-nt-t: g:-tag:ust.

T.F. nuhnti / kul iut št*ḥ-nt g:-ljiha-ins niγ amik?

K.A. ta t-t:at*af g:-ufus n-ta niγ t:at*af-nt iman-nsnt g:-almas niγ t:mšabak-nt g:-iγaln. ma-ara-ḥmu-nt t:rg:ig:i-nt u t:'uaj-nt 'abud*-nsnt am lkauicu.

T.F. ašu t:jur-nt g:-id*arn?

K.A. t:lus-nt ark:asn. g:-tiišrirt s'a-nt axlal niγ rdif.

T.F. št*h-nt at*as niγ azuḥ?

K.A. zr*i-γ kra dg:-snt št*ḥ-nt 'd:a-n snat n-suai' . ad-t-ini-d* ul-nsnt duzal u tasa ulaš.

T.F. kra n-lxalat sdfir n-lizar-ihin / dnuhnti?

K.A. iih. ahat sḥmai-nt iman-nsnt.

Questions

1. s-ani-ruḥ-n t*am fšr d:-k'u?
2. an-ua-uxam-γur-kšm-n?
3. ašu bγa-n ad-fr:j-n?
4. aida ja-n-asn imukan?
5. tišt*aḥin / luaḥd mnḥu t:as-nt?
6. lxalat št*ḥ-nt d:-irgazn?
7. lxalat-n:i / i-uašu št*ḥ-nt?
8. ašu γur-snt sufl uk*rui-nsnt?
9. amik š'r-nsnt?
10. t:'lik*nt timngušin?
11. ašu s'a-nt g:-tšnfirin?
12. aida srus-nt lḥrk*us?
13. s-uašu t:f:r-nt udmaun-nsnt?
14. t:at*af-nt id*arn ma-ara-št*ḥ-nt?
15. aida srus-nt taḥaikt ma-ara-št*ḥ-nt?
16. št*ḥ-nt s-u'bud*?
17. ašu s'a-nt g:-id*arn?
18. aida s'a-nt axlal?
19. ašḥal n-suai' št*ḥ-nt?
20. aida sḥmai-nt?

Unit XVII Notes

Verbal Nouns: Type I

Nouns which are formed from verb stems constitute a significant part of the vocabulary in Kabyle. These nouns may be divided into two major categories: nouns of action, i.e., those that specify in nominal form the action of the verb; and those that specify the person or thing characterized by or associated with the activity, i.e., actor nouns. The two categories are not interchangeable, and the nouns of each category are characterized by distinctive consonantal and vocalic patterns. The syntactic structures in which the two types occur are also distinguished from each other, each having its special features. One of the most important distinguishing characteristics is the fact that action nouns may be considered abstract; the actor nouns, concrete. In this unit, we shall consider the action nouns.

Action nouns may occur in structures similar to those in which other nouns occur, i.e., as extensions of the subject markers of verbs, as complements in verbal sentences, or as the initial phrase in a nominal sentence. There is one structure in which these nouns occur that is unique, however. This structure requires the noun of action to precede a verb of the same stem in a sentence that is basically a nominal sentence. In these sentences, the verb that is used is marked with the prefix ai- or i-, and the phrase that contains the verb seems to function as the complement of the sentence in which the noun of action is the initial phrase:

timn:a ai-as-i-na ruḥ ɣr-suk*. 'He told him to go to the market.'

In this sentence, the first noun timn:a is a noun of action derived from the verb ini. It is an abstract noun, however, without indication of actor. The actor is specified in the verb structure by the subject marker i-, but the occurrence of ai- at the beginning of the verb serves to mark the entire verb structure as the complement for the sentence in which timn:a is the initial phrase. Another example of this type of sentence is:

tufin ai-i-ufa iun urgaz γur-s. 'he found a man at his house.'

In this sentence, the pattern is the same as that of the preceding sentence. The initial noun is a noun of action, abstract and without indication of actor. The relationship between this noun and the verb stem is clear because of similarity of form. The verb sequence contains the subject marker indicating actor, and it is preceded by the prefix ai- which marks the sequence as a complement in a nominal sentence. In both sentences it is clear that the initial noun cannot be regarded as an extension of the subject marker in the verb phrase; for in each case the initial noun is feminine, but the subject marker for the verb is masculine. A general pattern for the English equivalent of this type of sentence would be: The Action was that X Acted. Note that in this type of sentence the aspect is perfective, and the verb stem in the second part of the sentence is perfect.

There are several distinct patterns used in the formation of nouns of action. The nouns themselves may be either masculine or feminine depending on which of the patterns is used in the formation. Those nouns that are formed by the addition of a vowel to the beginning of a verb stem as well as those that retain the initial vowel of the stem without additional prefixes are masculine. All of those that are formed by the addition of the prefix t to the verb stem are feminine. A small number of nouns have a form identical to that of the imperative form of the verb. The largest number of nouns seem to be formed by the addition of the vowel /a/ without internal stem changes. The classes are summarized below.

I	urar	'play'	urar	'playing'
	isir	'be peaceful'	isir	'being peaceful'
II	uali	'look at'	auali	'looking at'
	rgigi	'tremble'	argigi	'trembling'
	sird	'wash'	asird	'washing'
	sbrk	'blacken'	asbrk	'blackening'

These first two classes illustrate the formation of nouns by using the imperative form of the verb itself (i), or by the addition of /a/ to the stem without internal changes (II). Note that both basic and derived stems are included in the second class, but the derived stems in this class are chiefly causative stems.

III	mnγ	'battle'	'amnγi	'battling'
	znz	'sell'	aznzi	'selling'
	sls	'dress'	aslsi	'dressing'
	fuk	'finish'	afuku	'finishing'
	sud*	'blow'	asud*u	'blowing'

In the third class, the nouns are formed by the addition of /a/ as a prefix and either /i/ or /u/ as a suffix. The vowel /u/ is used as a suffix for those stems which contain /u/. For other stems, the suffix

/i/ is used.

IV	kšm	'enter'	akšam	'entering'
	gzm	'cut'	agzam	'cutting'
	srs	'place'	asras	'placing'
	zdl	'cover' (tr.)	azdal	'covering'

The nouns of Class IV are formed by adding the prefix /a/ to the verb stem and inserting /a/ before the final consonant or vowel of the stem. This pattern is used for both basic and derived stems. Basic stems that form nouns in this way may have an alternative nominal form which includes the prefix /an/ with /u/ inserted before the final sound:

	kšm	'enter'	ankšum	'entering'
	gzm	'cut'	angzum	'cutting'
	γli	'fall'	anγlui	'falling'
V	bd*u	'divide'	bt*u	'division'
	bγu	'wish; want'	bk*u	'wishing'
	bru	'divorce'	br:u	'divorcing'
	knu	'bend'	kn:u	'bending'

In all of these forms, it is the second consonant of the stem that is changed to a fortis consonant. In the case of /d*/, the change to a fortis consonant is indicated by the devoicing. For /γ/, the change results in a change to /k*/.

VI	ali	'climb'	al:ui	'climbing'
	afg	'fly'	af:ug	'flying'
	arz	'tie'	ar:uz	'tying'
	anf	'leave'	an:uz	'leaving'

In these forms, the first consonant of the basic stem is changed to a fortis consonant, and the vowel /u/ is introduced before the final consonant.

VII	k*im	'sit'	iɣimi	'sitting'
	c	'eat'	uci	'eating'
	j	'leave'	uji	'leaving'

The pattern of the verbal noun in verbs of this type requires the introduction of the vowel /u/ or /i/ as a prefix with the suffix /i/ added. Stems with which this pattern is used have either a single fortis consonant or no more than two non-fortis consonants.

VIII	af	'find'	tufin	'finding'
	aɣ	'buy'	tuɣin	'buying'
	as	'come'	tusin	'coming'
	zuir	'precede'	tizuirin	'preceding'

The forms in this category are all feminine introduced by the prefix t. The vowel that follows the feminine prefix varies, but in almost all of the cases, one can see that it is the vowel of the perfect stem that is used. When the perfect stem does not begin with a vowel, the vowel /i/ is introduced immediately after the feminine prefix. In some dialects of the language there is variation between the use of the vowel of the perfect stem and the vowel /i/ after the feminine prefix.

az:l	'run'	taz:la	'running'
d*s	'laugh'	tad*sa	'laughing'
l:i	'open'	tul:ia	'opening'
fk	'give'	tauafka	'giving'

In this group, the principal characteristic in addition to the feminine prefix is the addition of the vowel /a/ as a suffix. The vowel that follows the feminine prefix varies, but for those stems with which /u/ is used there is usually an alternative form that includes both /a/ and /u/ after the feminine prefix. This form is illustrated by *tauafka.*

mk*r	'become large'	tmγr	'bigness'
brk	'black'	tbrk	'blackness'
mz*i	'become small'	tmz*i	'smallness'

Nouns derived from verbs of state usually have a feminine form, as illustrated in the preceding examples. In many cases, there is no change in the basic stem, and only the prefix *t* is added.

zal	'pray'	tazalit	'praying'
zgzu	'become blue'	tizigzut	'blueness'
k*im	'sit down'	tiγimit	'sitting'
su	'drink'	tisuit	'drinking'

In the preceding examples, not only is the prefix *t* used, but a suffix *it* is added to the basic stem. If the verb stem contains the vowel /a/, this vowel is added after the feminine prefix; otherwise, the vowel /i/ occurs.

rs	'be in place'	tarusi	'settling'
gr	'throw'	taguri	'throwing'
gn	'sleep'	taguni	'sleeping'

Verbs of the preceding class consist of two consonants. The vowel /u/ is inserted between the two consonants of the basic stem, and the feminine marker /t/ is placed at the beginning of the noun with the suffix

/i/ at the end.

nγ	'kill'	timnγiut	'killing'
zr*	'see'	timzr*iut	'seeing'
ls	'dress'	timlsiut	'dressing'

In this last class of nouns formed from verbs with biconsonantal stems, the stem of the verb remains unchanged. The prefix tim and the suffix iut are added to the stem without internal vocalic or consonantal changes.

The preceding examples have illustrated the types of action nouns that can be formed in Kabyle. It is not possible to predict the category to which a given verb stem will be assigned in the formation of action nouns without a detailed study of all of the aspects of Kabyle morphology. Certain general rules can be stated, however. The underlying form of the action noun seems to be the masculine form. In the formation of these masculine nouns, there may be some variation in the vocalic patterns used with a specific stem. The feminine nouns of action are probably derived from the older masculine forms, and, for the most part, the feminine action nouns seem to refer to single actions rather than to a class of action as do the masculine nouns. This is consistent with the general rules of Kabyle morphology. It also accounts for the fact that both masculine and feminine forms are found for the same verb stem. A feature that is generally true of both masculine and feminine forms is that there is no plural form. Although, theoretically, the formation of a plural would be possible using the same rules for plural formation that have been described for other nouns, the meanings of the nouns make such formations unnecessary.

Narrative

t*am fšr d:-k’u kšm-n γr-uxam n-tmγra. mslam-n f-imaulan uuxam. ruḥ-n γr-iut n-tfrait ad-fr:j-n g:-t*bl. g:-l’mr-is ur-zr*i-γ t*am fšr tamγra. k’u i-sfhm-t. i-na-ias tišt*aḥin t:as-nt-d: d:-t*bl. št*ḥ-nt baš ad-rbḥ-nt aγrum-nsnt. daγn šnu-nt niγ ḥku-nt tim’ain. š’r-nsnt / ziga*s am-id* i-t:γli f-i’rurn-nsnt. išnfirn zg*aγ-it s-lḥmair am-idamn. ur-t:f:r-nt-ara udmaun-nsnt. t:lus-nt ark:asn. g:-tiišrirt s’a-nt axlal niγ rdif. t:at*af-nt iman-nsnt g:-almas niγ t:mšabak-nt g:-iγaln. mnb’d t:rg:ig:i-nt u t:’uaj-nt abud*-nsnt. kra dg:-snt št*ḥ-nt ’d:a-n snat n-suai’. tišt*aḥin-n:i maši am-lxalat iadnin. lxalat n-lk*bail ur-t:xlid*-nt-ara d:-irgazn. k’u d:-t*am k*im-n g:-t*rf amzuaru. zmr-n ad-zr*-n sḥabin n-t*bl d:-tišt*aḥin.

tišt*aḥin-ag:i	these dancers
ad-t-t-ini-d*	you will say it
azrm; izrman	snake; snakes
tišt*aḥin-ag:i / ad-t-t-ini-d* dizrman.	You could say these dancers are like snakes.
aida	where
lmd	become accustomed to; learn
lmd-nt	they learned
ad-št*ḥ-nt	they will dance
aida lmd-nt ad-št*ḥ-nt?	where did they learn to dance?
tad:art; tudrin	village; villages
g:-tudrin-nsnt	in their villages
lmd-nt ad-št*ḥ-nt	they learned to dance
g:-tudrin-nsnt lmd-nt ad-št*ḥ-nt.	They learned to dance in their village.
lul	be born
ma-ara-lul-nt	whenever they are born
sg:-ma-ara-lul-nt	from the time they are born
t:ruḥ-nt	they go
tamγra; timγriuin	party; parties

t:ruḥ-nt γr-tmγriuin	they go to parties
sg:-ma-ara-lul-nt t:ruḥ-nt γr-tmγriuin.	They go to parties from the time they're born.
urar	play
t:urar-nt	they play
gar-asnt	among themselves
niγ t:urar-nt gar-asnt.	Or they play with each other.
sḥabin n-t*bl	members of the band
nuhni daγn	they too
iut n-tad:art	one village
sg:-iut n-tad:art	from one village
sḥabin n-t*bl / nuhni daγn sg:-iut n-tad:art?	And the members of the band, are they also from one village?
ur-t-sin-γ-ara.	I don't know.
ahat	perhaps
sg:-iun ubilaj	from one village
ai-d:-usa-n	that they came here
bsḥ ahat sg:-iun ubilaj ai-d:-usa-n.	But perhaps they came from the same village.
ui-n i-lsa-n	the one who has put on
abrnus; ibrnias	burnoose; burnooses

abrnus azg*aγ	the red burnoose
lxit*; lxiut*	stripe; stripes
lxiut* i-zg:zau-n	green stripes
ui-n i-lsa-n abrnus azg*aγ s-lxiut* i-zg:zau-n	the one who is wearing the red with green stripes
dui-n	that is the one
ak*rui	head
ak*rui-nsn	their head
ui-n i-lsa-n abrnus azg*aγ s-lxiut* i-zg:zau-n dui-n i-dak*rui-nsn.	The one who's wearing the red burnoose with green stripes is their leader.
azuak*; izuak*n	costume; costumes
mšhur	be famous
zuak*-is mšhur-it	his costumes are famous
g:-ljiha-nγ	in our region
azuak*is mšhur-it g:-ljiha-nγ.	His costumes are famous in our area.
bd	stand
ai-i-bd:-n	who is standing
ui-n ai-i-bd:-n	the one who is standing
zat-is	beside him
aln-is	his eyes
t:izrk*akin	blue

ha-t-an aln-is t:izrk*akin	see, his eyes are blue
i-t:urar	he plays
zrna	woodwind; flute; clarinet
i-t:urar s-zrna	he plays the clarinet
ui-n ai-i-bd:-n zat-is / ha-t-an aln-is t:izrk*akin / i-t:urar s-zrna.	The one standing beside him, see the one with blue eyes, plays the clarinet.
dfir-s	behind him
argaz dfir-s	the man behind him
i-uašu	why
i-sḥmai	he is heating
abndair; ibnduiar	drum; drums
i-sḥmai abndair-is	he is heating his drum
argaz dfir-is / i-uašu i-sḥmai abndair-is?	why is the man behind him heating his drum?
i-sḥmai-t	he heats it
dndn	play (an instrument)
ad-i-dndn	he will play
mliḥ	nicely; well
i-sḥmai-t baš ad-i-dndn mliḥ.	He is heating it so that he will play well.
ibnduiar-ag:i	these drums

xd:m-n-tn	they make them
tahidurt; tihidurin	hide; hides (sheepskin)
s-thidurin	with hides
aglil;igliln	skin; skins
auk*	all
luaš	animal(s)
aglil auk* luaš	all kinds of animal skins
s-thidurin niγ s-ugl:id auk* luaš	with hides or with all kinds of animal (skin)
ibnduiar-ag:i / xdmn-n-tn s-thidurin niγ s-uglil auk* luaš.	They make these drums with hides or with all kinds of animal skins.
ad-k:s-n	they will take off
tadut*	wool
tadut* n-thidurt	the wool of the sheepskin
ad-k:s-n tadut* n-thidurt.	They remove the wool from the hide.
srs	put; place
ad-t:-srs-n	they will put it
bzg	tan
akn t-bzg	as it tans
durt:	circle
asγar	wood

iun n-durt: uusγar	a circular wooden frame
ad-t:-srs-n akn t-bzg sufl iun n-durt: uusγar.	They put it on a circular wooden frame as it tans.
mnb'd	afterward; then
ad-t:-sḥmu-n	they heat it
g;-it*iž	in the sun
mnb'd ad-t:-sḥmu-n g:-it*iž.	Then they heat it in the sun.
žbd	pull; stretch
ad-t:-žbd-n	they stretch it
alama	until
k*l	reach
t-k*l	she reached
t:ark*ak*t	fineness; thinness
alama t-k*l t:ark*ak*t	until it becomes thin
lk*art*	card; sheet
dxan	smoke
am-lk*art* n-dxan	like a sheet of smoke
ad-t:-žbd-n alama t-k*l t:ark*ak*t am-lk*art* n-dxan.	They stretch it until it is as a sheet of smoke.
ma-bγa-n	if they want
abndair	drum

s*ut*	tone; voice
'li	climb
s*ut*-is 'lai	his tone is high
ma-bγa-n abndair s*ut*-is 'lai	if they want a drum with a high tone
ad-t:-žbd-n at*as	they stretch it a lot
ma-bγa-n abndair s*ut*-is 'lai ad-t:-žbd-n at*as.	If they want a drum with a high tone, they stretch it a lot.
mulaš	if not
ad-t:-j-n	they leave it
rxf	relax
t-rxf	she relaxes
mulaš ad-t:-j-n t-rxf	if not, they leave it loose
zhur	thunder; roar
ad-i-zhur	he will thunder
baš s*ut-is ad-i-zhur	so his voice will thunder
mulaš ad-t:-j-n t-rxf baš s*ut*-is ad-i-zhur.	If not, they will leave it loose so that its tone will be deep.
lmanduli-ihin	those musicians
sn'	make; fabricate
ai-i-sn'-n	the one who/ those who make
dnuhni	it's they

u lmanduli-ihin / ai-t-i-sn'-n?	And are those musicians the ones who make it?
t:aγ-n-t	they buy it
mug:	be made
akn i-mug:	as he is made
t:aγ-n-t akn i-mug:	they buy it ready made
g:-tmdinin timk*ranin	in big cities
am-bgait	like Bougie
al:a. t:aγ-n-t akn i-mug: g:-tmdinin timk*ranin am-bgait.	No, they buy it ready made in big cities like Bougie.
lḥbab	family
sam'in	guests
a-lḥbab d:-sam'in	family and friends (voc.)
laḥk*	arrive
t-laḥk*-d:	she arrived
tislit; tislatin	bride; brides
ha-t:-a t-laḥk*-d tislit	here comes the bride
a-lḥbab d:-sam'in / ha-t:-a t-laḥk*-d: tislit.	Family and friends, here comes the bride.
g:-l'nai-nuun	please
j-t	leave
j-t abrid	make way

g:-l'nai-nuun / j-t abrid.	Please make way.
ɣur-nɣ	to us; we have
azhr	chance; opportunity
ad-n-zr*	we shall see
tislit	bride
ɣur-nɣ azhr ad-n-zr* tislit.	We have a chance to see the bride.
tura	now; then
ad-t-'d:i	she will pass
si-uag:i	from here
tura ad-t-'d:i	she will pass here
ad-t-ruḥ	she will go
ɣr-uxam-is	to her house
tura ad-t-'d:i si-uag:i baš ad-t-ruḥ ɣr-uxam-is.	She'll pass here to go to her house.
lxalat	women
bdu	begin
bda-nt	they began
ɣid*	call out; (produce a high-pitched vocal trill)
lxalat bda-nt ad-ɣid*-nt.	The women have begun to trill.

Dialogue

T.F. tišt*aḥin-ag:i / ad-t-t-ini-d* dizrman. aida lmd-nt ad-št*ḥ-nt?

K.A. g:-tudrin-nsnt lmd-nt ad-št*ḥ-nt. sg:-ma-ara-lul-nt t:ruḥ-nt γr-tmγriuin. niγ t:urar-nt gar-asnt.

T.F. sḥabin n-t*bl / nuhni daγn sg:-iut n-tad:art?

K.A. ur-t-sin-γ-ara. bsḥ ahat sg:-iun ubilaj ai-d:-usa-n. ui-n i-lsa-n abrnus azg*aγ s-lxiut* i-zg:zau-n dui-n i-dak*rui-nsn. azuak*-is mšhur-it g:-ljiha-nγ. ui-n ai-i-bd:-n zat-is / ha-t-an aln-is t:izrk*akin / i-t:urar s-zrna.

T.F. argaz dfir-is / i-uašu i-sḥmai abndair-is?

K.A. i-sḥmai-t baš ad-i-dndn mliḥ. ibnduiar-ag:i. / xd:m-n-tn s-thidurin niγ s-uglil auk* luaš. ad-k:s-n tadut* n-thidurt. ad-t:-srs-n akn t-bzg sufl iun n-durt: uusγar. mnb'd ad-t:-sḥmu-n g:-it*iž. ad-t:-žbd-n alama t-k*l t:ark*ak*t am-lk*art* n-dxan. ma-bγa-n abndair s*ut*-is 'lai ad-t:-žbd-n at*as. mulaš ad-t:-j-n t-rxf baš s*ut*-is a[illegible]-i-zhur.

T.F. u lmanduli-ihin / ai-t-i-sn'-n?

K.A. al:a. t:aγ-n akn i-mug: g:-tmdinin timk*ranin am-bgait.

— a-lḥbab d:-sam'in / ha-t-a t-laḥk*-d: tislit. g:-l'nai-nuun / j-t abrid.

K.A. γur-nγ azhr ad-n-zr* tislit. tura ad-t-'d:i si-uag:i baš ad-t-ruḥ γr-uxam-is. lxalat bda-nt ad-γid*-nt.

Questions

1. amik tišt*aḥin?
2. aida lmd-nt ad-št*ḥ-nt?
3. mlmi-bda-nt ad-št*ḥ-nt?
4. ašu i-i-lsa uk*rui n-t*bl?
5. ašu dziga-s?
6. mnhu ai-i-t:urar-n s-zrna?
7. mnhu ai-i-sḥmai-n abndair?
8. i-uašu-t-i-sḥmai?
9. s-uašu-xd:m-n ibnduiar?
10. ašu-ara-k:s-n si-thidurt?
11. aida t-bzg thidurt?
12. amik xd:m-n abndair s*ut*-is 'lai?
13. amik xd:m-n abndair s*ut*-is ad-i-zhur.
14. t:aγ-n ibnduiar g:-suk*?
15. lmanduli dnuhni ai-t-i-sn'-n?
16. mnhu ad-zr*-n k'u d:-t*am fšr?
17. sani-t-ruḥ?
18. ansi-ara-t-'d:i?
19. ašu bda-nt lxalat?
20. t-t:ruḥ-d* γr-lžam' baš ad-t-lmd-d* ad-t-št*ḥ-d*?

Unit XVIII Notes

Verbal Nouns: Type II

In addition to the nouns of action that were described in the preceding unit, there is another type of verbal noun that one must consider in Kabyle. This is the 'actor noun' which is derived from a verb stem and which names the person or thing associated with the activity or state specified by the verb. Although such nouns are referred to as 'actor nouns', this term may be misleading; for the nouns are not always personal nouns. The essential feature of this class of nouns is that they specify an individual, human or non-human, that can be identified by reference to the concept expressed in the verb stem. It is this characteristic that has led to the classification of some of these nouns, especially those derived from the stative verbs, as adjectives. Although these nouns may seem, at first glance, to function as descriptive words, the structures in which they occur are appositional or nominal rather than adjectival. In such structures, the description is accomplished by a statement of synonymity rather than by a statement of attribute, and there is no provision for expression of degree as there should be in a completely adjectival construction. More important in the classification of these words as nouns is the fact that they occur with all affixes that nouns of other classes occur with, and there is no set of affixes used with 'actor nouns' that cannot be used with other nouns as well.

Although at one time the 'actor nouns'were probably formed from all verb stems, now only a few are regularly used. Those that are used regularly may have acquired specialized meanings, or they refer to only one feature of the verb stem that is the basis for the noun. Thus, amaz:al derived from az:l 'run' is no longer used to refer to any person engaged in the act of running. Instead, the current meaning is 'messenger'. In the same way, abnai derived from bnu 'build' is understood as 'mason', one who is engaged in a specific type of building. The usual way of expressing the more general idea implicit in the English nouns 'runner' and 'builder' is to use the iterative of the verb preceded by uin. Thus, 'runner' is uin i-t:az:al-n; 'builder' is uin i-t:bnu-n.

The 'actor nouns' are uniformly masculine in their primary derivation. Feminine forms can be derived in turn from the masculine by the addition of the feminine marker t...t, but this should be considered a secondary derivation. All of the actor nouns, therefore, begin with a vocalic prefix, usually /a/. In the suffixes and in the internal vocalic patterns there are variations that make it possible to divide the nouns into groups, but there are not as many groups as there are for the nouns of action.

The first group of nouns is formed by the addition of the prefix a to the verb stem, and the class is also marked by the occurrence of /a/ before the final sound of the stem. For some stems this means that the vowel has been inserted; for others, a vowel that occurs in the final syllable of the stem is changed to /a/;

in others, the vowel of the stem is preserved. To form nouns of this class it is not necessary to add a suffix to the stem:

mlul	'become white'	*amlal*	'white one'
*smd**	'become cold'	*asmad**	'cold one'; 'coldness'
*zg*d*	'chase'	*azg*ad*	'hunter'
rgigi	'tremble'	*argagai*	'shaker'.

In the last example, it is important to note that /a/ occurs in the second syllable of the word as well as in the final syllable. This illustrates a feature of Kabyle that has not been discussed before. The stem *rgigi* is an example of a stem in which there is partial reduplication. Whatever occurs in the final syllable also occurs in the preceding syllable, therefore. When /a/ is added to the final syllable, it must also be added to the second syllable. The vowel /i/ is assimilated by the /g/ of the third syllable in this case.

The second group of nouns is formed by using the prefix *am*. There are variations in the vocalic patterns, however, that make it possible to further subdivide the group:

zdɣ	'live'	*amzdaɣ*	'resident'
zuir	'precede'	*amzuar*	'first'
zuir	'precede'	*amzuaru*	'first'
laz	'be hungry'	*amlazu*	'hungry one'
ks	'graze' (tr.)	*amksa*	'shepherd'.

The first example shows that aside from the prefix *am* there is little difference between this group and the preceding group of nouns, i.e., the vowel /a/ is still used in the final syllable. The second and third examples, which are free variants, also show this feature. The third example, however, shows that a vocalic suffix may also be used in forming nouns of this class. In both the third and fourth examples the vowel is /u/. In the final example, the suffix used is /a/. The prefix am is used, but there is no /a/ between the two consonants of the stem. This is generally true for stems consisting of two consonants which may form a consonant cluster.

The third group is usually a small group, and it is considered by some to be a variation of the second. The difference between this and the preceding group is the fact that the prefix used is an:

gri	'stay behind'	angaru	'last'
ju	'purchase'	anju	'buyer'.

In this class, the vowel /a/ is added before the final consonant of the stem, and if the stem ends with a vowel, that vowel becomes /u/.

The fourth and final group of nouns of this type are derived from the stative verbs. These differ from the preceding groups because the suffix an is always used as well as the prefix a:

mk*r	'become big'	amk*ran	'big one'
mz*i	'become small'	amz*ian	'small one'
ɣzif	'become long'	aɣzfan	'long one'
brk	'become black'	abrkan	'black one'.

There is no vowel added in the formation of nouns of this class, but a vowel occurring between consonants of the stem may be lost, as in the case of aɣzfan.

All nouns of this class have plural forms, but they may differ in the type of formation used. For nouns of the first and fourth groups, the plural is formed by the addition of the usual plural marker i...n. There is no internal vowel change:

amlal	*imlaln*
*azg*ad*	*izg*adn*
*amk*ran*	*imk*rann*
abrkan	*ibrkann*.

In the second and third groups, the nouns that end in a consonant or in /i/ form their plurals in the same way as those of the first and fourth groups:

amzdaγ	*imzdaγn*
amzdal	*imzdaln*.

Those nouns that have /u/ in the final syllable and /a/ in the penultimate use the prefix *i* in forming their plurals, but the vowels of the penultimate and final syllables are reversed:

amzuaru	*imzuura*
angaru	*ingura*.

Nouns such as *amksa* that end in /a/ usually add the suffix *un* as well as the prefix *i* in the formation of their plurals:

amksa	*imksaun*.

The feminine nouns formed from these stems form their plurals using the general rules that are used in the plurals of the masculine nouns. The final /t/ of the feminine marker is lost, however, and the suffix *in* instead of *n* is used. If there is no suffix added in the masculine plural, none is used in the feminine:

tamlalt	timlalin
tabrkant	tibrkanin
tamzdaγt	timzdaγin
tamzuarut	timzuura
tamksa	timksauin
tamk*rant	timk*ranin.

Narrative

t*am fšr i-t:ḥibi št*aḥ at*as. i-bγa ad-i-sn aida tišt*aḥin lmd-nt ad-št*ḥ-nt. t:urar-nt gar-asnt u t:ruḥ-nt γr-tmγriuin sg:-ma-ara-lul-nt. ak*rui n-t*bl mšhur g:-ljiha n-k'u. i-lsa abrnus azg*aγ s-lxiut* i-zg:zaun. iun uurgaz n-t*bl i-t:urar s-zrna. iun uurgaz i-sḥmai abndair-is. i-bγa ad-i-dndn mliḥ. t:uaγ-n ibnduiar g:-tmdinin timk*ranin. xd:m-n-tn s-thidurin. ad-k:s-n tadut* n-thidurt. mnb'd ad-t:-srs-n sufl durt: uusγar u ad-t:-sḥmu-n g:-it*iž. ma bγa-n s*ut* 'lai ad-t:-žbd-n at*as. ma bγa-n s*ut* ad-i-zhur ur-t:žhur ur-t:žbd-n ara at*as.

iun uurgaz i-na tislit ad-id:-t-laḥk*. lḥbab d:-sam'in ja-n abrid. k'u d:-t*am zmr-n ad-t:-zr*-n. t-t:ruḥ si-uxam n-tmγra γr-uxam-is. tura lxalat bda-nt ad-γid*-nt.

t-zmr-d*	you can
ad-t-zr*-d*	you will see
tislit	bride
t-zmr-d* ad-t-zr*-d* tislit?	Can you see the bride?
aln-is	her eyes
š'l	shine
aln-is š'l-nt	her eyes shine
lfnar; lfnarat	lantern; lanterns
am-lfnar	like a lantern
aln-is š'l-nt am-lfnar.	Her eyes are shining like lanterns.
laḥk*	arrive
t-laḥk*-d:	she arrived
tura t-laḥk*-d:.	Now she is here.
anta	which one (f.)
anta tak*šišt	which girl
ai-dtislit	who is the bride
anta tak*šišt ai-dtislit?	Which girl is the one who's the bride?
ha-t:-an tislit.	There's the bride.
ur-t-zr*i-d*-ara	you did not see
ur-it:-t-zr*i-d*-ara	you did not see her
ha-t:-an tislit. ur-it:-t-zr*i-d* ara?	There's the bride. Didn't you see her?
ak*rui-ins	her head

a'rian	naked; bare
ak*rui-ins da'rian.	Her head is bare.
š'r-is	her hair
azg*aγ	red
š'r-is dazg*aγ	her hair is red
lḥni	henna
š'r-is dazg*aγ s-lḥni.	Her hair is red with henna.
γli	fall
i-t:γlai	he falls
š'r-is i-t:γlai	her hair falls
k*rib	near
alami	until
id*arn-is	her feet
k*rib alami id*arn-is	almost to her feet
š'r-is i-t:γlai k*rib alami id*arn-is.	Her hair almost reaches her feet.
fl-as	on her
ašḥal	how much
ašḥal fl-as?	How old is she?
tmnt*aš	eighteen
tmnt*aš n-sna	eighteen years
fl-as ahat tmnt*aš n-sna.	She's about eighteen years old.
udm-is	her face
tabubit:	doll
udm n-tbubit:	face of a doll

udm-is dudm n-tbubit:.	Her face is like a doll's.
d*s	laugh; smile
t-t:ad*sa	she smiles
ma-ara-t-t:ad*sa	when she smiles
ad-t-t-ini-d*	you will say
tafat	light
š'l	shine
ai-i-š'l-n	which shines
ma-ara-t-t:ad*sa ad-t-t-ini-d* dtafat ai-i-š'l-n.	And when she smiles, you can say there is light shining.
ak*muš; ik*mušn	mouth; mouths
ak*muš-is	her mouth
amzian	small
tur:dt:	flower
am-tur:dt:	like a flower
rbi'	spring
am-tur:dt: g:-rbi'	like a flower in spring
ak*muš-is damzian am-tur:dt: g:-rbi'.	Her mouth is as small as a flower in spring.
ljuhr	pearl(s)
taγnust; tiγnusin	tooth; teeth
tiγnusin-is	her teeth
mlul-it	are white
ljuhr n-tγnusin-is mlul-it	her pearly teeth
adfl	snow
am-udfl	like snow

adrar; idurar	mountain; mountains
g:-idurar	on the mountains
ljuhr n-tγnusin-is mlul-it am-udfl g:-idurar.	Her teeth are as white as snow on the mountains.
lk*d	posture; back
lk*d-is	her posture
taγalimt; tiγulam	reed; reeds
lk*d-is dlk*d-is n-ŧγalimt.	She is as straight as a reed.
tajlabt; tijalabin	robe; robes
tajlabt-is	her robe
tamlalt; timlalin	white one(s)
tajlabt-is tamlalt	her white robe
ls	put on
ai-i-t-lsa	which she has put on
u tajlabt-is tamlalt ai-i-t-lsa.	And it's a white robe that she's wearing.
zuž	marry
t-zuž	she marries
aglil; iglal	skin; skins
aglil amlal	white skin
t-zuž luaḥid aglil amlal	she blends with the white skin
asrdun	mule
aglil amlal uusrdun	the mule's white skin
rkb	board
ai-t-rk:b	which she is riding
t-zuž luaḥid uglil amlal uusrdun ai-t-rk:b.	It matches the white skin of the mule that she's riding.

ur-t-zmir-d*-ara	you cannot
frz	distinguish
ad-t-frz-d*	you will distinguish
ur-t-zmir-d*	you cannot distinguish
gar-ui-n	between that one
gar-ui-n i-rk:b-n	between the one who rides
t:uarkb	be ridden
i-t:uarkb-n	the one who is ridden
gar-ui-n i-rk:b-n d:-ui-n i-t:uarkb-n	between the one who rides and the one who is ridden
ur-t-zmir-d* ad-t-frz-d* gar-ui-n i-rkb-n d-ui-n i-t:uarkb-n.	You can't tell the difference between the one who rides and the one who is ridden.
t*f	hold; seize
t-t*f	she holds
tismirt; tismirin	bridle; bridles
tismirt uusrdun	the mule's bridle
t-t*f g:-tsmirt uusrdun	she holds the mule's bridle
az*lmad*	left (hand)
taz*lmad*	small left (hand)
s-tz*lmad*	with the small left hand
t-t*f g:-tsmirt uusrdun s-tz*lmad*.	She holds the mule's bridle with her small left hand.
afus; ifas:n	hand; hands
tafust; tifas:in	small hand; small hands
tafust-is	her hand
taid*nin	the other (f.)

tafust-is taid*nin	her other hand
t-t*f	she holds
nuar l'šia	rose
g:-tafust-is taid*nin t-t*f nuar l'šia	her other hand holds a rose
i-fka	he gave
ai-s-i-fka	which he gave her
baba-s iisli	the groom's father
ai-s-i-fka baba-s iisli	which the groom's father gave her
g:-tafust-is taid*nin t-t*f nuar l'šia ai-s-i-fka baba-s iisli.	Her other hand holds a rose which the groom's father gave her.
l:ah ia-rb:i l:ah	(exclamation)
šbḥ	be beautiful
t-šbḥ	she is beautiful
am-tbubit:	like a doll
l:ah ia-rb:i l:ah / t-šbḥ am-tbubit:.	Oh my, she's as pretty as a picture. She's a doll.
ad-t-t-ini-d*	you will say
zid	be excellent
t:iuizd-t	she is excellent
ad-t-t-ini-d* t:iuizd-t.	You can say she's perfect.
sn-γ-t:	I know her
zik	early
g:-zik	at an early time
nk:i sn-γ-t: g:-zik	I've known her for a long time

tak*šišt	girl
lhu	be good
i-lha-n	who is good
tak*šišt i-lha-n	a nice girl
iih. sn-γ-t: g:-zik dtak*šišt i-lha-n.	Yes, I've known her for a long time, (and) she's a nice girl.
taxdamt; tixdamin	worker; workers(f.)
a’k*l	reason; sense
ta’k*lit; ti’k*lin	sensible person(s) (f.)
k*ra	study; read
t-k*ra	she has studied
nt:at dtaxdamt / dta’k*lit u t-k*ra.	She's industrious, intelligent, and well educated.
argaz-is	her husband
i-lha	he is good
argaz-is / i-lha?	Is her husband a nice person?
sn-γ-t	I know him
daγn	also
iih. sn-γ-t daγn.	Yes, I know him too.
a’k*li; i’k*lin	sensible person(s) (m.)
nt:a da’k*li.	He's intelligent.
rb:i	raise; educate; train
t:urb:i	be educated
mliḥ	nice(ly)
i-t:urb:a mliḥ.	He is well educated.

ma i-bγa rb:i	if God wills
'iš	live
ad-'iš-n	they will live
hn:i	be peaceful
lhna	peace
ad-'iš-n g:-lhna	they will live in peace
'afi	be contented
l'afia	contentment
d:-l'afia	with contentment
ad-'iš-n g:-lhna d:-l'afia	they will live peacefully and happily
ma i-bγa rb:i ad-'iš-n g:-lhna d:-l'afia.	If God wills, they will live peacefully and happily.
ad-s'u-n	they will have
at*as n-luašul	many children
u ad-s'u-n at*as n-luašul.	And they will have many children.

Dialogue

K.A. t-zmr-d* ad-t-zr*-d* tislit? aln-is š’l-nt am lfnar. tura t-laḥk*-d:.

T.F. anta tak*šišt i-dtislit?

K.A. ha-t:-an tislit. ur-it:-t-zr*i-d*-ara? ak*rui-ins da’rian. š’r-is dazg*aγ s-lḥni. š’r-is i-t:γlai k*rib alami id*arn-is.

T.F. ašḥal fl-as?

K.A. fl-as ahat tmnt*aš n-sna. udm-is dudm n-tbubit:. ma-ara-ţ-t:ad*sa ad-t-t-ini-d* dtafat ai-i-š’l-n. ak*muš-is damzian am-tur:dt: g:-rbi’. ljuhr n-tγnusin-is mlul-it am-udfl g:-idurar. lk*d-is dlk*d-is n-tγalimt. u tajlabt-is tamlalt ai-i-t-lsa. t-zuž luaḥid uglil amlal uusrdun ai-t-rk:b. ur-t-zmir-d* ad-t-frz-d* gar-ui-n i-rkb-n d-ui-n i-t:uarkb-n. t-t*f g:-tsmirt uusrdun s-tz*lmad*. tafust-is taid*nin t-t*f nuar l’šia ai-s-i-fka baba-s iisli.

T.F. l:ah ia-rb:i l:ah / t-šbḥ am-tbubit:. ad-t-t-ini-d* t:iuizd-t.

K.A. iih. sn-γ-t: g:-zik dtak*šišt i-lha-n. nt:at dtaxdamt / dta’k*lit u t-k*ra.

T.F. argaz-is / i-lha?

K.A. iih. sn-γ-t dayn. nt:a da’k*li. i-t:urb:a mliḥ. ma i-bγa rb:i ad-’iš-n g:-lhna d:-l’afia. u ad-s’u-n at*as n-luašul.

Questions

1. aln n-tislit / amik?

2. ašu dzig:a n-š'r-is?

3. γur-s kra sufl uk*rui-ins?

4. š'r-is dakmlan?

5. ašḥal fl-as?

6. udm-is / amik?

7. t-t:ad*sa niγ t-t:ru?

8. i-uašu tiγnusin am-ljuhr?

9. ašu ai-i-t-lsa?

10. tajlabt-is tabrkant?

11. ašu dzig:a uusrdun?

12. s-uašu t-t*f g:-tsmirt uusrdun?

13. sm-ii-d: nuar ai-i-t-t*f.

14. ašu-s-i-fka baba-s iisli?

15. t*am fšr / t-'zb-as tislit?

16. k'u 'bdl:ah / i-sn-it:?

17. mnhu ai-i-na-n bl:i tislit dtabubit:.

18. ini-ii-d: i-uašu t-lha?

19. isli / dl'ali-t?

20. ašu-ara-s'u-n?

Unit XIX Notes

Summary: I

In the preceding units, the basic patterns of Kabyle have been presented and described. In this unit and those that follow, a summary of these patterns will be given so that you will have a systematic outline of the structure of the language to use in future work.

The Sentence

Aside from those sentences that consist of particles or formulas, the sentences in Kabyle may be divided into two groups: nominal and verbal. The nominal sentence contains no verb and has other special characteristics. The initial phrase in the nominal sentence must be a noun or a pronoun, and the second phrase may be a noun, with or without a prepositional prefix, or a particle. Sentences of this type are used in reporting immediately verifiable conditions and may be said to consist of *Noun Phrase* + *Complement*. The *Noun Phrase* may be considered a statement of the topic with the *Complement* functioning as a comment about the topic.

When the complement of the nominal sentence is a noun that does not have a prepositional prefix, it is preceded by the complement marker *d*:

nt:a dgma.	'He's my brother.'
argaz damk*ran.	'The man is big.'

If the complement is considered more important than the initial noun phrase in sentences of this type, it may be shifted to the position of emphasis at the beginning of the sentence. When this is done, both complement and noun phrase must be preceded by the marker d :

damk*ran dargaz.	'It's the man who's big.'
dargaz-ihin dgma.	'It's that man who's my brother.'

If the complement in the nominal sentence is a noun with a prepositional prefix or a particle, the complement marker d is not used:

nt:a si-lamirik:.	'He's from America.'
irgazn dag:i.	'The men are here.'

In certain sentences in which the complement is a noun preceded by a preposition, the complement is always considered more important than the initial noun phrase. This is especially true when the preposition is γur-:

γur-s axam.	'He has a house.'
γur-i idrimn.	'I have money.'

In sentences of this type, the preposition γur- is always followed by a pronominal affix, and the antecedent (if it has not already been stated in a preceding sentence) is placed at the beginning of the sentence in the position of pre-announced topic with a pause following it:

argaz / γur-s axam. 'The man has a house.'

k'u / γur-s idrimn. 'K'u has money.'

Sentences of this type are usually affirmative. It is possible to form the negative of a sentence in which the complement is a noun without prepositional prefix. This is especially true in dialects that are strongly influenced by Arabic. The negative marker in such sentences is maši :

nt:a dgma.	nt:a maši gma.
argaz damk*ran.	argaz maši damk*ran.

It should be noted that in these sentences, the complement marker d is not used. In some dialects, this pattern has been extended to include sentences in which the complement is a noun with prepositional prefix:or an adverbial particle:

lxalat g:-uxam.	lxalat maši g:-uxam.
irgazn dihin.	irgazn maši dihin.

This negative marker cannot be used when the complement is in initial position, however, and it does not occur in sentences such as: γur-i idrimn.

The interrogative forms of the nominal sentences are basically the same as the declarative forms. The chief difference is the fact that the interrogative word must occur in initial position in the sentence unless there is a pre-announced topic. If a pre-announced topic is used, a pronominal affix that agrees with the topic in gender and number must be attached to the interrogative word:

mnhu dargaz-ihin?	Who is that man?
argaz-ihin / mnhu-t?	That man... who is he?
ansi lxalat?	Where are the women from?
lxalat / ansi-tnt?	The women ... where are they from?

The pronominal affixes that are used in these structures are the same as those used as the direct objects of verbs.

In nominal sentences in which the initial noun phrase is a demonstrative pronoun, the relative marker *ai-* or *i-* may be used before the complement marker *d*:

uag:i i-damk*ran.	'This is the one who's big.'
uidak i-ixdamn.	'Those are the workers.'

It is this feature that clarifies the strudture of sentences in which a verbal noun is used. In such sentences, the verbal noun of action occurs in initial position. It is followed by a verb sequence containing the same stem but with subject marker and the relative marker *ai-*. The sentence may then be divided into two phrases: the initial noun phrase and the complement phrase which, in this case contains a verb:

timn:a ai-i-na ruḥ.	'He said, 'Go,' (The saying was that he said,'Go.')
tufin ai-t-i-ufa.	'He found him.' (The finding was that he found him.)

Another special type of nominal sentence is that in which the complement is a possessive. In these sentences, the special forms *daglau*, *daglak*, *daglam*, etc. are used. These forms seem to function as possessive pronouns although they are noun phrases in which the noun is *aiila* or *agla* preceded by the complement marker *d* and with the appropriate possessive suffixes attached.

All of the nominal sentences are basically statements of accomplished facts. This precludes the occurrence of any future meaning in the sentences. Only statements about the existence of conditions are possible with this sentence pattern. For statements about future existence, the verbal sentence must be used.

tislit t-laḥk*-d:. t*am fšr i-bγa ad-i-sn anta tak*šišt i-dtislit. t-rkb f-usrdun amlal. fl-as ahat tmnt*aš n-sna. aln-is š'l-nt. ak*rui-ins da'rian. š'r-is dazg*aγ s-lḥni u i-t:γlai k*rib alami id*arn-is. ak*muš-is damzian. tiγnusin-is mlul-it am-udfl. ma-ara t-t:ad*sa ad-t-t-ini-d* dtafat ai-i-š'l-n. t-lsa tajlabt amlalt u zig:a-s t-zuž luaḥid aglil amlal uusrdun. g:-tafust t-t*f nuar l'šia ai-i-s-i-fka baba-s iisli. k'u i-sn-it: g:-zik. nt:at dtaxdamt. dta'k*lit u t-k*ra. k'u i-sn isli daγn i-t:urba mliḥ u nt:a da'k*li. isli d:-tislit ad-'š-n g:-lhna d:-l'afia ma i-bγa rb:i. ad-s'u-n at*as n-luašul. i-t*am t-'žb-as at*as u i-na bl:i nt:at am-tbubit:.

tislit-ag:i	this bride
ad-t-t-ini-d*	you will say
xlk*	create
i-xlk*-it:	he created her
i-xlk*-it: rb:i	God created her
i-urgaz-ag:i	for this man
tislit-ag:i / ad-t-t-ini-d* i-xlk*-it: rb:i i-urgaz-ag:i.	You might say that God created this bride for this man.

fhm	understand
ur-fhim-γ-ara	I don't understand
bsḥnk:i ur-fhim-γ-ara	but I don't understand
isli	groom
ur-i-sin	he does not know
tislit	bride
bsḥnk:i ur-fhim-γ-ara isli ur-i-sin isli ur-i-sin tislit.	But I don't understand (the fact that) the groom doesn't know the bride.

lak*	agree; conform
mlak*a-n	they agree with each other
amik mlak*a-n?	How did they reach an agreement?

xtir	choose
i-xtar-it:	he chose her
amik i-xtar-it:?	How did he choose her?

xbr	news; information
γur-i xbr	it seems to me

zuaj-nγ	our marriage
ur-t-fhim-m-ara	you don't understand it
mliḥ	nicely; well
γur-i xbr bl:i zuaj-nγ / ur-t-fhim-m-ara mliḥ.	It seems to me that you don't understand our marriage (customs) well.
ad-t-fhm-m	you will understand
baš ad-t-fhm-m zuaj-nγ	in order to understand our marriage
i-lzm	it is necessary
i-lzm-ak	you must
ad-t-ili-d*	you will be
i-lzm-ak ad-t-ili-d*	you must be
i-lzm-ak ad-t-ili-d* ak*baili	you must be a Kabyle
baš ad-t-fhm-d* zuaj-nγ i-lzm-ak ad-t-ili-d* ak*baili.	To understand our marriage customs you have to be a Kabyle.
dag:i γur-nγ	here among us
ḥuf	be active; go about; look for
n-t:ḥuf	we look for
tamt*ut ta'k*lit	an intelligent woman
dag:i γur-nγ n-t:ḥuf tamt*ut ta'k*lit	here we look for an intelligent woman
i-zmr-n	who can
ad-t-rb:i	she will educate
ad-t-rb:i ar:au-is	she will raise her children
tamt*ut i-zmr-n ad-t-rb:i ar:au-is	a woman who can raise her children

abrid n-l'ali	the straight road
tamt*ut i-zmr-n ad-t-rb:i ar:au-is g:-ubrid n-l'ali	a woman who can raise her children the right way
dag:i γur-nγ n-t:ḥuf tamt*ut ta'k*lit / tamt*ut i-zmr-n ad-t-rb:i ar:au-is g:-ubrid n-l'ali.	Around here we look for an intelligent woman, one who can raise her children the right way.
t-t:xtir-m	you choose
iih, bsḥ amik t-t:xtir-m?	Yes, but how do you choose?
t-zr*-m	you see
lxalat	women
ak*bl	before
t-zr*-m lxalat ak*bl?	Do you see the women before?
niḥk*	of course
tik*šišin	girls
t:fγ-nt	they go out
niḥk*. tik*šišin t:fγ-nt.	Of course, the girls go out.
t:ruḥ-nt	they go
γr-tala	to the spring
γr-lḥmam	to the bath
t:ruḥ-nt γr-tala niγ γr-lḥmam.	They go to the spring or to the bath.
t-'žb-ii	she pleases me
t-'žb-ii tak*šišt	I like a girl
ma t-'žb-ii tk*šišt	if I like a girl

ad-s-ini-γ i-im:a	I will say (something)to my mother
ad-s-ini-γ i-im:a fl-as	I'll talk to my mother about her
ma t-'žb-ii tak*šišt ad-s-ini-γ i-im:a fl-as.	If I like a girl, I'll talk to my mother about her.
im:a ad-t-ruḥ	my mother will go
ad-t-zr*	she will see
imaulan n-tk*šišt	the girl's family
im:a ad-t-ruḥ ad-t-zr* imaulan n-tk*šišt	my mother will go to see the girl's family
hdr	talk
ad-hdr-n	they will talk
im:a ad-t-ruḥ ad-t-zr* imaulan n-tk*šišt u ad-hdr-n.	My mother will go to see the girl's family, and they'll talk.
im:a-s n-tk*šišt	the girl's mother
ad-t-hdr	she will talk
i-tk*šišt	she will talk to the girl
im:a-s n-tk*šišt ad-t-hdr i-tk*šišt.	The girl's mother talks to the girl.
rdi	wish; consent
t-rda	she consented
ma tak*šišt t-rda	if the girl agrees
ad-bdu-n	they will begin
užd	prepare
ad-užd-n	they will prepare

ad-bdu-n ad-užd-n i-tmγra	they will begin to prepare for the party
ma tak*šišt t-rda ha-t-an ad-bdu-n i-tmγra.	If the girl agrees, they will begin to prepare for the party.
ur-t-bγi-ara	she does not want
ma tak*šišt ur-t-bγi-ara	if the girl does not wish
ur-zg:ž-n-ara	they do not prepare
ma tak*šišt ur-t-bγi-ara ur-zg:ž-n-ara.	If the girl is not willing, they don't prepare.
t-zr*-d*	you see
lxalat γur-nγ	the women here
lḥkma	government; control
lḥkma dtamk*rant	great control
γur-snt lḥkma dtamk*rant	they have great control
t-zr*d* lxalat γur-nγ γur-snt lḥkma dtamk*rant.	You see, the women around here have a great deal of power.
mrada	agree; mutually consent
ma-ara-mrada-n	when they agree
ad-zuž-n	they will marry
ma-ara-mrada-n ad-zuž-n	when they agree to marry
tak*šišt d:-uk*šiš	the girl and boy
ma-ara-mrada-n ad-zuž-n tak*šišt d:-uk*šiš	when the boy and girl agree to marry
zmr-n	they can
mzr*	see each other
zmr-n ad-mzr*n	they can see each other
uḥd-sn	alone

ma-ara-mrada-n ad-zuž-n tak*šišt d:-uk*šiš zmr-n ad-mzr* uḥd-sn?	When the boy and girl agree to get married, can they see each other alone?

dag:i	here
kul tad:art	each village
l'ada; l'adat	custom; customs
l'ada-ins	her custom
d:-l'ada-ins	in its own way

iih. bsḥ dag:i kul tad:art d:-l'ada-ins.	Yes, but each village has its own custom.

la-n	they are
ui-dak	those
t:ḥibi	like
ur-t:ḥibi-n-ara	they do not like
ad-j-n ar:au-nsn	they will leave their children
la-n ui-dak ur-t:ḥibi-n-ara ad-j-n ar:au-nsn	there are those who don't like to leave their children
ad-mzr*-n	they will see each other
lxut*bia	ceremony; engagement
ad-mzr*-n mnb'd lxut*bia	they will see each other after the engagement

la-n ui-dak ur-t:ḥibi-n-ara ad-j-n ar:au-nsn ad-mzr*-n mnb'd lxut*bia.	There are (even) those who don't like to let their children see each other after they are engaged.

la-n ui-dak	there are those
uk'	fall into; trap
ur-sn-t-uk*i'-ara	it does not trap them

lm'na	convention
la-n ui-dak ur-sn-t-uk*i'-ara lm'na.	There are those who pay no attention to convention.
t-ḥufu-m	you look for
tin	she who
i-šbḥ-n	who is pretty
u dag:i / t-ḥufu-m tin i-šbḥ-n?	And do you look for a pretty girl around here?
kul iun	each one; everybody
ak*rui-ins	his head; his opinion
d:-uk*rui-ins	he has his opinion
kul iun d:-uk*rui-ins.	Everyone has his own opinion.
bsḥ dag:i	but here
γr	call out; cry
n-k*ar	we call out
šbaḥa	beauty
t:t:	eat
ur-n-t:t:-ara	we don't eat
ur-t:-n-t:t:-ara	we don't eat it
d:-šlat*a	with salad
bsḥ dag:i n-k*ar bl:i šbaḥa ur-t:-n-t:t:-ara d:-šlat*a.	But around here we say that you don't eat beauty with your salad.
tura fhm-γ.	Now I understand.
ur-sin-γ-ara	I did not know
lxalat	women

γur-snt	to them
lḥkma tamk*rant	great power
bsḥ ur-sin-γ-ara lxalat γur-snt lḥkma tamk*rant.	But I didn't know women had so much influence.
g:-lamirik:	in America
n-k*ar	we say
dirgazn imslmn	it is the Moslem men
i-i-s'a-n lḥkma	who have the power
g:-lamirik: n-k*ar bl:i dirgazn imslmn i-i-s'a-n lḥkma.	In America we say that it's the Moslem men who rule.
iih. bsḥ ur-t-sin-m-ara lk*bail.	Yes, but you don't know the Kabyles.

Dialogue

T.F. tislit-ag:i / ad-t-t-ini-d* i-xlk*-it: rb:i i-urgaz-ag:i. bsḥ nk:i ur-fhim-γ-ara isli ur-i-sin tislit. amik mlak*a-n? amik i-xtar-it:?

K.A. γur-i xbr bl:i zuaj-nγ / ur-t-fhim-m-ara mliḥ. baš ad-t-fhm-d* zuaj-nγ i-lzm-ak ad-t-ili-d* ak*baili. dag:i γur-nγ n-t:ḥuf tamt*ut ta’k*lit / tamt*ut i-zmr-n ad-t-rb:i ar:au-is g:-ubrid n-l’ali.

T.F. iih. bsḥ amik t-t:xtir-m? t-zr*-m lxalat ak*bl?

K.A. niḥk*. tik*šišin t:fγ-nt t:ruḥ-nt γr-tala niγ γr-lḥmam. ma-t-’žb-ii tak*šišt ad-s-ini-γ i-im:a fl-as. im:a ad-t-ruḥ ad-t-zr* imaulan n-tk*šišt u ad-hdr-n. im:a-s n-tk*šišt ad-t-hdr i-tk*šišt. ma tak*šišt t-rda ha-t-an ad-bdu-n i-tmγra. ma tak*šišt ur-t-bγi-ara ur-zg:ž-n-ara. t-zr* lxalat γur-nγ γur-snt lḥkma dtamk*rant.

T.F. ma-ara-mrada-n ad-zuž-n tak*šišt d:-uk*šiš zmr-n ad-mzr* uḥd-sn?

K.A. iih. bsḥ dag:i kul tad:art d:-l’ada-ins. la-n ui-dak ur-t:ḥibi-n-ara ad-j-n ar:au-nsn ad-mzr*-n mnb’d lxut*bia. la-n ui-dak ur-sn-t-uk*i’-ara lm’na.

T.F. u dag:i / t-ḥufu-m tin i-šbḥ-n?

K.A. kul iun d:-uk*rui-ins. bsḥ dag:i n-k*ar bl:i šbaḥa ur-t:-n-t:t:-ara d:-šlat*a.

T.F. tura fhm-γ. bsḥ ur-sin-γ-ara lxalat γur-snt lḥkma tamk*rant. g:-lamirik: n-k*ar bl:i irgazn imslmn i-i-s’a-n lḥkma.

K.A. iih. bsḥ ur-t-sin-m-ara lk*bail.

Questions

1. t*am fšr / t-'žb-as tislit?
2. isli d:-tislit / aida ad-mlak*a-n?
3. mnhu i-i-t:xtir-n?
4. ašu t-xd:m tamt*ut ta'k*lit?
5. lk*bail zr*-n lxalat ak*bl zuaj?
6. tik*šišin t:γima-nt g:-uxam?
7. i-uašu t:ruḥ-nt γr-tala?
8. ma-ara-i-zr* uk*šiš tak*šiš t-'žb-as mimi-i-hdr?
9. t-zmr tak*šišt ad-t-ini al:a?
10. t-hdr im:a-s uuk*šiš i-baba-s n-tk*šišt?
11. mlmi-ara-bdu-n ad-užd-n i-tmγra?
12. mnhu i-i-s'a-n lḥkma dtamk*rant g:-lk*bail?
13. ak*šiš d:-tak*šišt / ad-mzr*-n uḥd-sn mnb'd lxt*ubia?
14. g:-tmurt n-t*am fšr / tak*šišt t-t:xtir ak*šiš?
15. lk*bail ḥufu-n tislit i-šbḥ-n?
16. g:-tamurt n-lk*bail / mnhu i-i-t:rb:i-n ar:au?
17. ašu abrid n-l'ali?
18. t*am fšr / i-sn l'ada n-lk*bail?
19. irgazn g:-lamirik: / t:ḥibi-n zuaj n-lk*bail?
20. lxalat g:-lamirik: / t:-ḥibi-nt zuaj n-lk*bail?

Unit XX Notes

Summary: II

The verbal sentence is distinguished from the nominal sentence by the occurrence of a verb phrase at the beginning of the sentence. The underlying structure is basically the same with the initial phrase (in this case one that includes a verb) as the topic, and the complement serving as a comment about that topic. The complement in the verbal sentence may be a noun or a pronoun without prepositional prefix; a noun or a pronoun with prepositional prefix; or a particle. The verb phrase of the verbal sentence always contains a subject marker, and a noun may be added to the verb phrase to serve as an extension of the subject marker. It is clear that the noun when it occurs must be considered a part of the verb phrase; for many nouns (especially those that begin with /a/) have special forms (/a/ => /u/) when they occur in non-initial positions within a phrase. In verbal sentences, the noun that serves as an extension of the subject marker of the verb has this special form unless it occurs at the beginning of the sentence. The noun that functions as a complement, however, never has this special form:

argaz i-ufa ak*žun.	'The man found a dog.'
i-ufa urgaz ak*žun.	'The man found a dog.'

In these two sentences the complement noun ak*žun does not have the vowel /u/ that marks such nouns when they are in non-initial position in a phrase. The noun argaz, on the other hand, has the vowel /u/ in the second sentence, and it is this fact that indicates that it should be considered a member of the verb phrase. The structure is different from the English sentence in which the noun phrase functioning as subject constitutes one phrase, while the verb phrase including complements constitutes the second phrase.

Because the verb may be marked for different aspects, the verbal sentence is not restricted as the nominal sentence is to statements about accomplished facts or real conditions. It is possible to use the verbal sentence to make statements about actions or states that have been initiated but not completed or even about activities and states not initiated. The aspects should not be confused with tenses; for although they may seem to be correlated with time in many cases (accomplished facts are usually considered things that have already occurred, therefore, past), this is not always the case. The sentence i-xd:m tura in which the verb is imperfect may mean 'He is working now,' 'He was working then,' or even 'He will be working then.' The information conveyed by the imperfect aspect is that the activity is not completed or is not considered completed by the speaker. It does not indicate whether the activity is prior to, simultaneous with, or subsequent to the utterance.

The complement of the verbal sentence, like the complement of a nominal sentence, may be shifted to the position of emphasis at the beginning of the sentence. When this is done, a pronominal affix must be used with the verb sequence:

argaz i-ufa ak*žun.	'The man found the dog.'
ak*žun i-ufa-t urgaz.	'The man found the dog.'

Notice that when the complement is shifted to initial position, the noun that is part of the verb phrase occurs after the verb. It is only when the complement is used as a pre-announced topic that the subject noun may remain in its position before the verb:

ak*žun / argaz i-ufa-t.

k'u / t*am fšr i-zr*a-t.

The exact type of complement that occurs in a specific verbal sentence is determined by the verb that occurs in that sentence. Some verbs require a single noun without prepositional affixes, i.e., a direct object. Others require a noun with the preposition i-, i.e., an indirect object. For some verbs, both direct and indirect objects may occur as complements. In other cases, a different prepositional prefix may be needed before the complement noun. A small group of verbs that occur with direct object complements may have a nominalized sentence as a direct object. These nominalized sentences are indicated by the occurrence of the prefix ad- before the verb and the use of the imperfect aspect. Verbs that require complements of this type are further subdivided by the fact that some require nominalized sentences with subject markers that are the same as their own, but others have no such restriction:

sn-γ ad-suuk*-γ.	'I know how to market.'
i-bγa ad-i-c.	'He wants to eat.'
i-bγa ad-c-n.	'He wants them to eat.'

After sn, the verb in the nominalized sentence must have a subject marker that is the same as that of sn; after bγu, the verb may have any subject marker.

A special type of verbal sentence is the demonstrative sentence. Such sentences are introduced by the particle *ha-*; for they are usually statements about a person or an object. After *ha-* a pronominal affix (one of the direct object affixes) occurs, and the entire sequence is usually followed by an adverbial suffix (*a* or *an*). The noun extension of the pronominal affix occurs after the entire sequence:

ha-t-a 'mi.	'Here is my uncle.'
ha-t:-an t*umubil.	'There's the bus.'

The prefix *ha-* is used only when the pronominal affix is a third person form. If the pronoun is first or second person, the prefix *ak*l* is used. When this form occurs, there is usually no adverbial marker, and no noun follows the structure:

ak*l-ii.	'Here I am.'
ak*la-k.	'There you are.'

The fact that the direct object affixes are used in this pattern suggests that it was probably a verb sequence at one time. Furthermore, the alternative form for the first and second persons seems to have come from another verb stem: *ak*l* 'look at'.

The verbal sentences, with the exception of the demonstrative type, may be either affirmative or negative. The negative marker used is *ur-*...-*ara*. In sentences that contain a negative noun phrase, the suffix -*ara* is omitted.

Interrogatives, when used in verbal sentences, become prefixes for the verb. This is illustrated by the fact that the object affixes which occur as suffixes when the verb has no prefix except the subject marker, become prefixes in interrogative sentences:

i-ufa-t.	'He found him.'
mlmi-t-i-ufa?	'When did he find him?'
zr*a-n-t: g:-suk*.	'They saw her at the market.'
aida-t:-zr*a-n?	'Where did they see her?'

The basic structure of the Kabyle sentence is now clear. The sentence consists of an initial phrase followed by a complement. In nominal sentences, the initial phrase is a noun or noun phrase; in verbal sentences, the initial phrase is a verb phrase. The complement in both sentence types may be considered a comment on the initial phrase or topic.

Narrative

rb:i i-xlk* tislit i-urgaz-ihin. t*am fšr ur-i-fhim-ara isli ur-i-sin tislit. i-bγa ad-i-sn amik-it:-i-xtar. baš ad-t-fhm-d* zuaj n-lk*bail i-lzm-ak ad-t-ili-d* ak*baili. tak*šišt tak*bailit t-t:fγ t-t:ruḥ γr-tala niγ γr-lḥmam. ma-t-’žb takšišt i-uk*šiš ad-s-i-ini i-im:a fl-as. im:a-s ad-t-ruḥ ad-t-zr* imaulan n-tk*šišt. ma tak*šišt ur-t-bγi-ara ur-zg:ž-n-ara. ma tak*šišt t-rda ha-t-an ad-bdu-n i-tmγra. ma-ara-mrada-n ad-zuž-n tak*šišt d:-uk*šiš zmr-n ad-mzr*-n uḥd-sn. bsḥ kul tad:art d:-l’ada-ins. la-n ui-dak ur-t:ḥibi-n-ara ad-j-n ar:au-nsn ad-mzr*-n mnb’d lxut*bia. la-n ui-dak ur-sn-t-uk*i’-ara lm’na. lk*bail t:huf-n tamt*ut ta’k*lit / tamt*ut i-zmr-n ad-t-rb:i ar:au-is g:ubrid ħ-l’ali. k*ar-n bl:i šbaḥa ur-t:-t:t:-n-ara d:-šlat*a.

Unit XXI

a-g:ma	Brother! (voc.)
'ni-γ	I guess
luk*t	time
'ni-γ dluk*t	I think it's time
ad-n-ruḥ	we'll go
'ni-γ dluk*t ad-n-ruḥ	I think it's time to go
a-g:ma / 'ni-γ dluk*t ad-n-ruḥ.	I think it's time to go, my friend.
ha-t:-an	there they are
t:naš	twelve o'clock
t:naš i-id*	midnight
ha-t:-an dt:naš i-id*.	Now it's midnight.
t*umubil	automobile; bus
t-t:ruḥ	she goes
luḥda	one o'clock
f-luḥda	at one o'clock
t*umubil t-t:ruḥ f-luḥda.	The bus leaves at one o'clock.
i-lzm	it is necessary
i-lzm-aγ	we must
ujd	prepare
ad-n-ujd	we'll prepare
iman-nγ	ourselves
ad-n-ujd iman-nγ	we'll get ready
i-lzm-aγ ad-n-ujd iman-nγ	we must get ready
bk*:i	leave

ad-n-bk*:i	we'll leave
ad-n-bk*:i sl:ama	we'll leave peace
f-imaulan uuxam	on the hosts
ad-n-bk*:i sl:ama f-imaulan uuxam	we'll say goodbye to the hosts
i-lzm-aγ ad-n-ujd iman-nγ ad-n-bk*:i sl:ama f-imaulan uuxam.	We must get ready to say goodbye to the hosts.
a-si sa'id	Sa'id (voc.)
uak*ila	now
ad-n-ruḥ	we'll go
a-si sa'id uak*ila ad-n-ruḥ.	Sa'id, now we're leaving.
rb:i	God
ad-i-g	he will make
zuaj-ag:i	this marriage
rbḥ	prosper
amrbuḥ	prosperous (one)
rb:i ad-i-g zuaj-ag:i damrbuḥ.	May God make this marriage a prosperous one.
ktr	increase
ad-i-ktr	he will increase
lxir-ik	your pleasure
ad-i-ktr lxir-ik.	May he increase your pleasure. (Thank you.)
n-frḥ	we were happy
n-frḥ at*as	we were very happy

t-usa-m-d:	you arrived here
mi-d:-t-usa-m	when you arrived
n-frḥ at*as mi-d:-t-usa-m.	(We were very happy when you arrived.) We're very glad you came.
smḥ	pardon; forgive
smḥ-aγ	forgive us
l'k*l-nγ	our mind(s)
nxt*f	be taken; be startled, distracted
l'k*l-nγ i-nxt*f	we were preoccupied
as-ag:i l'k*l-nγ i-nxt*f azuḥ	today we were rather busy
hdr	speak; talk
ur-n-hdir-ara at*as	we didn't talk very much
smḥ-aγ / as-ag:i l'k*l-nγ i-nxt*f azuḥ ur-n-hdir-ara at*as.	For give us; today we were rather busy, (and) we didn't talk very much.
k*l	return
g:-l'naia-k k*l-d:	please come back
kra uas	some day
ad-n-hdr	we'll talk
uḥd-nγ	by ourselves
ad-n-hdr uḥd-nγ	we'll talk alone
bsḥ g:-l'naia-k k*l-d: kra-uas ad-n-hdr uḥd-nγ.	But please come back some day, (and) we'll talk alone.
nk:i s'i-γ	I have
m:i	my son

i-k*r:a	he is studying
nk:i s'i-γ m:i i-k*r:a g:-alabama.	I have a son studying in Alabama.
i-t:ḥibi at*as	he likes very much
lžam'-ins	his school
i-t:ḥibi at*as lžam'-ins.	He likes his school very much.
i-k*r:a	he studies
ašu-i-i-k*r:a	what is it that he studies
ašu-i-i-k*r:a dina?	What's he studying there?
lk:imia	chemistry
i-k*r:a lk:imia.	He is studying chemistry.
balak	perhaps
g:-s*if-ag:i	in this summer
as-d:	come
ad-d:-i-as	he will come
ad-aγ-d:-i-zr*	he will see us here
balak g:-s*if-ag:i ad-d:-ias ad-aγ-d:-i-zr*.	Perhaps he will come to see us this summer.
ma-i-bγa rb:i	if God wishes
mlak*a	meet each other
ad-t-mlak*a-m	you will meet each other
balak ma-i-bγa rb:i ad-t-mlak*am.	Perhaps, if God wills, you'll meet each other.
nk:i daγn	I too
sn-γ	I know

lžam'-n:i	that school
iih. nk:i sn-γ lžam'-n:i.	I know that school too.
balak	perhaps
i-sn	he knows
kra-n-md:n	some people
ai-sn-γ	whom I know
balak i-sn kra n-md:n ai-sn-γ.	Perhaps he knows some people whom I know.
kra uas	some day
s*ub	go; come
kra uas ad-n-s*ub.	Some day we'll go (there).
ha-t-an	there he is
ha-t-an umd:akl-iu	there's my friend
ha-t-an umd:akl-iu si aḥmd.	There's my friend Ahmed.
i-s'a	he has
t*umubil tamziant	a small car
saud*	cause to arrive; carry
ad-i-saud*	he will carry
ad-kun-i-saud*	he will take you
γr-t*umubil	to the bus
i-s'a t*umubil tamziant ad-kun-i-saud* γr-t*umubil.	He has a car, (and) he'll take you to the bus.
ha-t-an	there he is
n-lḥk*-d:	we arrived
ha-t-an n-lḥk*-d: a-si t*am.	There, we've arrived, Tom.

uui	take
i-uui-k	he took you
(a)nudam	sleep
ahat i-uui-k nudam.	Perhaps you're sleepy.
k*rib	near
ad-n-aud*	we'll arrive
ad-n-aud* γr-uxam	we'll get home
gn	sleep
ad-n-gn	we'll sleep
k*rib ad-n-aud* γr-uxam ad-n-gn.	Soon we'll get home and sleep.

Dialogue

K: a-g:ma / 'ni-γ dluk*t ad-n-ruḥ. ha-t:-an dt:naš i-id*. t*umubil t-t:ruḥ f-luḥda. i-lzm-aγ ad-n-ujd iman-nγ ad-n-bk*i slama f-imaulan uuxam. a-si sa'id uak*ila ad-n-ruḥ. rb:i ad-i-g zuaj-ag:i damrbuḥ.

S: ad-i-ktr lxir-ik. n-frḥ at*as mi-d:-t-usa-m. smḥ-aγ / as-ag:i l'k*l-nγ i-nxt*f azuḥ ur-n-hdir-ara at*as. bsḥ g:-l'naia-k k*l-d: kra uas ad-n-hdr uḥd-nγ. nk:i s'i-γ m:i i-k*r:a g:-alabama. i-t:ḥibi at*as lžam'-ins.

T.F. ašu-i-i-k*r:a dina?

S: i-k*r:a lk:imia. balak g:-s*if-ág:i ad-d-:-ias ad-aγ-d:-i-zr*. balak ma-i-bγa rb:i ad-t-mlak*am.

T.F. iih. nk:i sn-γ lžam'-n:i. balak i-sn kra n-md:n ai-sn-γ.

K: kra uas ad-n-s*ub.

S: ha-t-an umd:akl-iu si aḥmd. i-s'a t*umubil tamziant ad-kun-i-saut* γr-t*umubil.

K: ha-t-an n-lḥk*-d: a-si t*am. ahat i-uui-k nudam. k*rib ad-n-aud* γr-uxam ad-n-gn.

Questions

1. f-ašḥal sa'a bγa-n t*am d:-k'u ad-ruḥ-n?
2. ašḥal sa'a t-t:ruḥ t*umubil?
3. ašu-asn-i-lzm i-k'u d:-t*am?
4. bk*a-n slama f-bab n-tmγra?
5. i-ua:šu ur-i-hdr at*as bab n-tmγra?
6. tislit / t-d:a d:-k'u d:-t*am?
7. isli / i-d:a d:id-sn?
8. bab n-tmγra / γur-s ar:au d*nin?
9. aida i-k*ra m:i-s n-sa'id?
10. ašu i-k*ra?
11. baba-s i-k*ra d:id-s?
12. t*am fšr / i-sn lžam'-n:i?
13. i-uašu t*am fšr i-bγa ad-t-i-zr*?
14. mlmi-ara-i-k*l m:i-s n-sa'id?
15. t*am fšr / i-k*ra luaḥd m:i-s?
16. mnhu ai-i-bγa-n ad-tn-i-aui γr-t*umubil?
17. t*umubil-is dtamk*rant?
18. t*umubil tank*rant / t-b'd?
19. t*am fšr d:-k'u / t-'žb-asn tmγra?
20. ašu-ara-xdm-n g:-uxam?

Unit XXI Notes

Summary: III

Morphology

The formation of words is an important feature of the structure of any language. In Kabyle, there are three form classes that must be considered in the formation of words: stems, affixes, and particles. Particles are independent forms such as interjections and some adverbial words, e.g., iih 'yes'; al:a 'no'; ial:ah 'let's go'; tura 'then'. These are words that never seem to change, words that have a constant form. Affixes, on the other hand, are never found as independent words. Forms such as s the causative marker or the negative marker ur-...-ara may be found very frequently in sentences, but they are always parts of longer sequences. These forms, which may be prefixes, suffixes, combinations of prefixes and suffixes, or infixes are all classified as affixes. Stems are forms that occur sometimes as independent words; at other times they serve as bases for the formation of longer words. The form classes may be classified not only in the terms used above but also in terms of the patterns in which they occur. Some affixes, for example, occur only with certain types of stems; others, relatively few, occur with all stems. Certain stems occur only in patterns that are marked by features of gender and number; others occur in patterns that must also contain the features of tense-aspect or person. Even particles may be classified in terms of structure. In some cases, the components of a particle are obvious, e.g., dag:i or dihin. In other cases, the components are not clear, e.g., tura. In this unit, we shall consider only the classification of stems and their function in the morphology of the language.

Noun stems are separated from verb stems on the basis of the affixes with which they occur. Furthermore, there are certain features that are characteristic of nouns that are not found in verbs. The characteristic features of noun stems are gender and number, i.e., a noun stem must be either masculine or feminine and either singular or plural. This does not mean that a stem cannot be changed from masculine to feminine or from singular to plural. It does mean that in a specific sentence, however, the form of the noun will indicate whether it is masculine or feminine, singular or plural.

Noun stems may be considered either basic or derived, i.e., there may be no relationship between a specific noun stem and any other stem in the language, or the noun stem may have been formed by the addition of certain affixes to another noun stem or a verb stem. Nouns such as the kinship terms im:a 'mother' and ultma 'sister' may be considered basic. Nouns such as amksa 'shepherd' or amk*ran 'big one' are derived. In addition to the classification of nouns as basic or derived, there are other features that must be considered. Pronoun stems, although they are a class of nouns occurring with the same affixes that are used with amksa, amk*ran, or im:a, do not function in exactly the same way. When a stem like amksa occurs with the prefix i- 'to, for', the entire sequence of prefix and stem functions as a word: i-umksa 'to the shepherd'. When a pronominal stem like nt:a occurs with the prefix i-, the sequence cannot be used as an independent word. Instead, it becomes an affix: -ias . Numerals are different from both the first type of noun stem and from the pronouns. In the case of numerals, there can be no variation in number, i.e., there can be no change from singular to plural. Only two of the original Berber numerals are used in Kabyle: iun 'one' and sin 'two'. The others are borrowed from Arabic.

Verb stems like noun stems may be classified as basic or derived. The iterative, causative, passive, and reciprocal stems of verbs are derived forms. Other stems such as c 'eat' and gn 'sleep' are basic. Verb stems beginning with t:u, m, s, or t: are usually derived. Care must be taken, however, to distinguish between those stems in which /m/ or /s/ is merely the intial consonant and stems in which s is the causative marker or m is the reciprocal marker. Derived stems beginning with s are always transitive, and derived stems beginning with t:u or m always have an underlying transitive meaning.

In addition to the classification of verb stems as basic or derived, there are other classifications that can be developed. Usually these classifications are based on the forms of the verb stem after certain tense-aspect markers or similar affixes have been added. Some verbs, such as ruḥ, retain the same form when the various affixes are added. Others add a vowel in final position or before the final consonant in the perfect or negative forms but not in the imperfect. A detailed classification of verb stems would require classification on the basis of comparison of perfect, negative, imperfect, and iterative stems as well as comparison of those forms with the noun of action and the actor noun. At this stage, however, only the comparison of perfect, imperfect and negative stems will be necessary to provide the basic classification of the verb stems. The first result of such a comparison will be the separation of a number of tri-consonantal stems, which have been borrowed from Arabic, from stems that can be clearly identified as Berber stems. The Berber stems are less likely to have three consonants than those that have been borrowed from Arabic. The Arabic stems may have the same form in imperfect, perfect, and negative stems although the influence of Berber morphology is strong enough to cause the introduction of /i/ before the final consonant in the negative. The verb *xdm* or the verb *fhm* is a good example of this type of verb:

ad-i-fhm	'he will understand'
i-fhm	'he understood'
ur-i-fhim-ara	'he did not understand'.

In some dialects, especially those in urban areas, the special form of the negative stem is not used.

Berber stems that begin with /a/ (or in a few cases with /i/) usually have this vowel changed to /u/ in the perfect and negative stems:

ali	'climb'
i-uli	'he climbed'
ur-i-uli-ara	'he didn't climb'.
aui	'carry'
i-uui	'he carried'
ur-i-uui-ara	'he didn't carry'.

Berber stems containing one or two consonants without a vowel usually add a vowel in the formation of the perfect stem. The vowel /i/

is added for the first and second person forms; /a/ is added for the third person singular and for all of the plural forms:

c	'eat'
i-ca	'he ate'
ci-γ	'I ate'.
zr*	'see'
i-zr*a	'he saw'
zr*i-γ	'I saw'.

For such verbs, the vowel is added after the second consonant. A similar pattern is found in the formation of the negative stems of these verbs, but in this case it is the vowel /a/ that is used for all persons, singular and plural.

If the stem consists of a single consonant preceded by /a/, the /a/ is changed to /u/ in the formation of the perfect and negative stems, and the vowel /i/ is used in the formation of the negative stem and the first and second persons of the perfect stem just as in the preceding sub-group of stems:

af	'find'
i-ufa	'he found'
ur-i-ufi-ara	'he didn't find'.

If the final vowel of the imperfect stem is /u/, this vowel is usually changed to /i/ and /a/ in the formation of the perfect stem and to /i/ in the formation of the negative stem:

aru	'write'
i-ura	'he wrote'
uri-γ	'I wrote'
ur-uri-γ-ara	'I didn't write'.

Other stems that contain an /i/ in medial position in the imperfect stem have this vowel changed to /a/ in the perfect and negative stems:

rgigi	'shake'
i-rgagi	'he shook'
ur-i-gagi-ara	'he didn't shake'.

Finally, there are the stems ili and ini which lose the initial vowel in the formation of the perfect and negative stems and replace the final vowel with /a/ in some forms of the perfect retaining the final /i/ in the first and second persons of the perfect and in all of the negative stem. Some linguistis have stated that the consonants in these verbs are fortis in the perfect and negative stems, but this seems to be a question of dialectal variation. Some speakers do use a fortis consonant in these verbs, others do not use the fortis consonant or will use it only in certain styles of speech.

Although not all of the stems have been discussed in detail, the preceding description provides the framework for systematic classification of the stems that have been used in the preceding units. The chief features that are to be considered in the classification of stems are basic vs. derived and nominal vs. verbal. Once these features have been determined, comparison of certain primary forms will serve to establish sub-groupings. Rules for the formation of words can then be stated simply in terms of sub-groupings. It is for this reason that attempts should be made to establish an adequate system of classification on the basis of the materials that you have.

Unit XXII

saud*	cause to arrive
i-saud*	he took; carried
si sa'id i-saud*	Said carried
t*umubil tamk*rant	large car; bus
γr-t*umubil tamk*rant	to the bus
si sa'id i-saud* k'u d:-t*am fšr γr-t*umubil tamk*rant.	Said carried K'u and Tom Fisher to the bus.
t*umubil n-si sa'id	Said's car
biid*	be old; be dying
t-biid*	she is old
t*umubil n-si sa'id t-biid*	Said's car is old
taždit	new (one)
t*umubil n-si sa'id t-biid* dtaždit.	Said's car is old and new.
rwid*a; ruad*i	wheel; wheels
t-s'a ruad*i	she has wheels
t:irik*-nt	they shine
t-s'a ruad*i t:irik*-nt.	It has shining wheels.
amutur-is	her motor
hlk	be dying
bsḥ amutur-is i-hlk.	But its motor is old.
taḥdurt; tihdurin	hill; hills
g:-tḥdurt	on the hill

az:l	run
t-t:az:l	she runs
g:-tḥdurt t-t:az:l at*as	on hills it speeds
ali	climb; go up
ma-ara-t-ali	when she climbs
dxin	smoke
t-t:dxin	she smokes
ma-ara-t-ali t-t:dxin	when it goes up it smokes
g:-tḥdurt t-t:az:l at*as bsḥ ma-ara-t-ali t-t:dxin.	Going downhill it speeds, but when it goes up, it smokes.
ḥmu	become hot
t-ḥmu	she becomes hot
rgigi	tremble; shake
t-t:rgigi	she shakes
ad-t:-t-ini-d*	you will say it
larublan; larublanat	airplane; airplanes
t-ḥmu / t-t:rgigi / ad-t:-t-ini-d* dlarublan.	It gets hot and shakes (so that) you'd call it an airplane.
št*r	think; be thoughtful
i-št*r	he is thoughtful
si sa'id i-št*r.	Said is careful.
i-t:aui	he carries
lḥbab-is	his friends
d:id-is	with him
i-t:aui kuluas lḥbab-is d:id-is.	He always takes his friends with him.

ḥbs	stop
ma t*umubil t-ḥbs	if the car stops
ad-sn-i-ini	he will tell them
ad-t-'aun-n	they will help him
dmr	push
ad-dmr-n	they will push
ad-sn-i-ini ad-t-'aun-n ad-dmr-n	he'll tell them to help him push
ma t*umubil t-ḥbs ad-sn-i-ini ad-t-'aun-n ad-dmr-n.	If the car stops, he'll tell them to help him push.
i-k*ar-asn	he calls to them
l:ah damk*ran	God is good
i-t:'auan-itn	he helps them
s-uk*ru-is	with his head
i-t:'auan-itn s-uk*ru-is	he helps them with his head
maši s-ifas:n-is	not with his hands
i-k*ar-asn l:ah damk*ran u i-t:'auan-itn s-uk*ru-is maši s-ifas:n-is.	He calls to them, "Good God," and helps them with his head but not with his hands.
axi	since
γur-sn zhr	they have (good) luck
axi t*am fšr d:-k'u γur-sn zhr	since Tom Fisher and K'u are lucky
t*umubil n-si sa'id	Said's car
ur-t-ḥbis-ara	she doesn't stop
axi t*am fšr d:-k'u γur-sn zhr t*umubil n-si sa'id ur-t-hbis-ara.	Since Tom Fisher and K'u are lucky Said's car doesn't stop.

uud*-n	they arrive
γr-ug:araž	to the garage
γr-ug:araž n-t*umubil tamk*rant	at the bus station
f-luk*t	on time
uud*-n γr-ug:araž n-t*umubil tamk*rant f-luk*t.	They arrive at the bus station on time.
ha-t-an	there he is
n-uud*	we arrived
bihfih	early; in good time
ha-t-an / n-uud* bihfih.	There, we've arrived early.
a-si sa'id	Said!
t*umubil-ik	your car
dl'ali-t:	she is nice
a-si-sa'id / t*umubil-ik dl'ali-t:.	Your car is nice, Said.
niḥk*	of course
uγi-γ-t:	I bought her
akn dtaždit	since she is new
uγi-γ-t: akn dtaždit	I bought it when it was new
nk:i dašifur	I'm the driver
i-zmr-n	who can
niḥk*. uγi-γ-t: akn dtaždit u nk:i dašifur i-i-zmr-n.	Of course. I bought it when it was new, and I'm the driver who knows how (to drive).
a-si t*am	Tom!

'us-ii dag:i	wait for me here
k*l	return
ad-k*l-γ	I'll return
a-si t*am / 'us-ii dag:i tura ad-k*l-γ.	Wait for me here, Tom, and I'll be right back.
la-n	they are
at*as n-md:n	many people
ma-n-s'a	if we have
ma-n-s'a zhr	if we're lucky
ad-n-af	we'll find
imukan	places
la-n at*as n-md:n bsḥ ma-n-s'a zhr ad-n-af imukan.	There are a lot of people, but if we're lucky, we'll find seats.
aida-ara-n-aγ	where will we buy
lblais	tickets
aida-ara-n-aγ lblais?	Where will we buy the tickets?
dargaz-ihin	it's that man
i-tn-i-znuza-n	the one who sells them
dargaz-ihin i-tn-i-znuza-n.	That's the man who sells them.
gma	my brother
i-na-ii-d:	he told me here
gma i-na-ii-d:	my brother told me this
durt i-'da-n	last week
nz	be on sale
nza-n	they were on sale
tasui't	moment

g:-tsui't	in a minute
gma i-na-ii-d: / durt i-'da-n nza-n g:-tsui't.	My brother told me this: Last week they were sold in a minute.
i-ufa	he found
amd:akl-is	his friend
i-i-bγa-n	the one who wanted
s'di	cause to pass; spend (time)
ad-i-s'di	he will spend
id*	night
amd:akl-is i-i-bγa-n ad-i-s'di	his friend who wanted to spend
id*	the night
g:-tmdint-ag:i	in this city
i-ufa amd:akl-is i-i-bγa-n ad-i-s'di id* g:-tmdint-ag:i.	He found one of his friends who wanted to spend the night in this town.
mznz	sell(to) each other
mznz-n	they sold each other
lblais	tickets
mznz-n lblais.	They sold each other their tickets.
snat n-lxalat	two women
muat	beat each other
muat-nt	they beat each other
mžabad	pull each other
mžabad-nt	they pulled each other
šg:u'	hair

snat n-lxalat muat-nt u mžabad-nt g:-šg:u'.	Two women fought each other and pulled each other's hair.
ta	this one
ta t-k*ar	this one called
tamzuart	first (one)
nk:i dtamzuart	I am the first
ta t-k*ar nk:i dtamzuart	one said, "I'm first,"
tihin	that one
tihin t-k*ar	that one called
dnk:i	it's I
ta t-k*ar nk:i dtamzuart / tihin t-k*ar dnk:i.	One said, "I'm first;" the other said, "I am."
am-n-k*ar	as we say
g:-tmurt-nγ	in our country
am-n-k*ar g:-tmurt-nγ	as we say around here
nk:i dlmir	I'm the mayor
kci dlmir	you're the mayor
nhr	lead
ua-ara-i-nhr-n	who will lead
lḥmir	the donkey
ua-ara-i-nhr-n lḥmir	who'll lead the donkey
am-n-k*ar g:-tmurt-nγ / nk:i dlmir kci dlmir ua-ara-i-nhr-n lḥmir.	As we say around here, "If I'm the mayor, and you're the mayor, who'll lead the donkey?
dluk*t	it's time

ad-n-rkb	we'll board
dluk*t baš ad-n-rkb?	Is it time to get on?
iih / rkb	yes, get on
t*umubil	the bus
tura	now
ad-t-ruḥ	she will go
iih / rkb / t*umubil tura ad-t-ruḥ.	Yes, get on. The bus is leaving.

Dialogue

si sa'id i-saud* k'u d:-t*am fšr γr-t*umubil tamk*rant. t*umubil n-si sa'id t-biid* dtaždit. t-s'a ruad*i t:irik*-nt. bsḥ amutur-is i-hlk. g: tḥdurt t-t:az:l at*as bsḥ ma-ara-t-ali t-t:dxin. t-ḥmu / t-t:rgigi / ad-t:-t-ini-d* dlarublan. si sa'id i-št*r. i-t:aui kuluas lḥbab-is d:id-is. ma t*umubil t-ḥbs ad-sn-i-ini ad-t-'aun-n ad-dmr-n. i-k*ar-asn l:ah damk*ran u i-t:'auan-itn s-uk*ru-is maši s-ifas:n-is. axi t*am fšr d:-k'u γur-sn zhr t*umubil n-si sa'id ur-t-ḥbis-ara. uud*-n γr-ug:araž n-t*umubil tank*rant f-luk*t.

K: ha-t-an / n-uud* bihfih. a-si sa'id / t*umubil-ik dl'ali-t:.

S: niḥk*. uγi-γ-t: akn dtaždit u nk:i dašifur i-zmr-n.

K: a-si t*am / 'us-ii dag:i tura ad-k*l-γ. la-n at*as n-md:n bsḥ ma-n-s'a zhr ad-n-af imukan.

T: aida-ara-n-aγ lblais?

K: dargaz-ihin i-tn-i-znuza-n. gma i-na-ii-d: / durt i-'da-n nza-n g:-tsui't. i-ufa amd:akl-is i-i-bγa-n ad-i-s'di id* g:-tmdint-ag:i. mznz-n lblais. snat n-lxalat muat-nt u mžabad-nt g:-šg:u'. ta-t-k*ar nk:i dtamzuart / tihin t-k*ar dnk:i. am-nk*ar g:-tmurt-nγ / nk:i dlmir kci dlmir ua-ara-i-nhr-n lḥmir.

T: dluk*t baš ad-n-rkb?

K: iih / rkb / t*umubil tura ad-t-ruḥ.

Questions

1. mnhu ai-i-saud*-n t*am fšr d:-k'u γr-t*umubil?
2. t*am fšr d:-k'u / d:ə-n γr-ugaraž.
3. ašu dzig:a n-t*umubil n-sa'id?
4. t-t:d:u mliḥ t*umubil n-sa'id?
5. i-uašu t-t:az:al g:-tḥdurt?
6. ma-ara-t-t:ali ur-t-t:az:al-ara / i-uašu?
7. i-t:ḥibi sa'id t*umubil-is?
8. i-uašu i-t:aui md:n at*as?
9. mlmi i-k*ar / l:ah damk*ran?
10. ašu i-bγa?
11. s-uašu i-t:'auan lḥbab-is?
12. ašu γur-sn k'u d:-t*am fšr g:-t*umubil n-sa'id?
13. mlmi uut*-n γr-ug:araž?
14. ašḥal n-md:n g:ug:araž?
15. aida -ara-aγ-n lblais?
16. mnhu i-i-uγ-n lblais durt i-'da-n?
17. i-uašu snat n-lxalat t:muat-nt?
18. s-uašu mžabad-nt?
19. mnhu i-i-bγa-n ad-i-rkb amzuaru?
20. lxalat g:-lmarik:an / t:mnaγ-nt?

UNIT XXII Notes

Summary: IV

Morphology

The second point to be considered in the formation of words is the role of affixes. As stated in the preceding unit, the affix is a special type of form that cannot occur independently but must always be a part of a longer sequence. Affixes may be classified in terms of the stems with which they occur. Some, for example, occur only with noun stems. Others occur only with verbs, and a relatively small number occur with both nouns and verbs. Another feature that can be used in the classification of affixes is the effedt of the affix on the stem to which it is added. In some cases, the addition of the affix leads to the production of a derived stem to which more affixes can be added. In other cases, the addition of the affix produces a complete word which must be used in a specific way in a phrase. Affixes of the first type, those that are used to form new stems, are called *derivative* affixes; those of the second type are *inflectional* affixes.

There are few noun affixes of the derivative type. The most important are the feminine marker *t*...*t*; the demonstrative affixes -*ag:i*;-*a*; and -*ihin*; and the prefix used in the formation of ordinal numerals *uis*- and its feminine counterpart *tis*- which is also used in the formation of fractions.

The feminine marker can be added to noun stems that are masculine in gender, especially those that begin with a vowel.

The derived feminine stem may be used in referring to the female in the case of animate nouns:

isli	'bridegroom'	tislit	'bride'
ak*žun	'dog' (m.)	tak*žunt	'dog' (f.)
aɣiul	'donkey' (m.)	taɣiult	'donkey' (f.)

The feminine stem is also used as a diminutive:

abur	'gate'	taburt	'door'
axam	'house'	taxamt	'room'

In other cases, the feminine is used to refer to the individual, and the masculine is used to refer to the collective:

ifirs	'pear(s)'	tifirst	'pear'
lk*ars	'lemon(s)'	tak*arst	'lemon'
t:faḥ	'apple(s)'	tat:faḥ	'apple'.

The last type of feminine stem may refer not only to the fruit or vegetable but also to the plant that produces it. A possible secondary derivation that produces a feminine stem from a noun previously formed from a verb stem has been cited in the case of verbal nouns in which the feminine form seems to refer to a single action as contrasted with the general activity specified by the masculine form. It is clear that this may be considered related to the last use cited above.

The demonstrative affixes do not require special comment. They can be added to all noun stems of the first type, as well as to certain pronominal stems. They are always used as suffixes, and there is no wide variation in form, except in the case of those that are added to pronominal stems. In these cases, especially in forms using the demonstrative as an affix to the general pronominal stem ui, the form of the demonstrative affix may be changed in the plural to conform with the pattern of the demonstrative pronoun in Arabic.

The affix uis- is used with all of the cardinal numbers except iun to produce an ordinal number. The ordinals must be considered members of the first sub-class of noun stems rather than members of the numeral sub-class because both singular and plural forms of ordinals occur. When the feminine marker is added to a sequence containing uis-, the prefix itself becomes tis- and the stem to which it has been added assumes a feminine form. This is possible only in the case of sin 'two'; for numerals borrowed from Arabic are the same in both masculine and feminine forms.

The inflectional affixes that are used with nouns are the plural marker i...n; the relational prefix n-; the indirect object marker i-; and the prepositional prefixes. Of these, the plural marker is the one that has the most variety of form. In classifying noun stems, it is possible to use the plural form as a means of grouping certain stems into the same class, just as it is possible to use the several verb forms in classifying those stems. The most important feature of the plural marker i...n is the fact that the initial vowel of the singular form is replaced by the /i/ of the plural marker and that an additional /i/ is added before the suffix of the plural marker when it is added to feminine nouns. The plural marker does not occur with nouns of the numeral subclass, of course.

The relational prefix n- must be considered a special type of inflectional noun affix not only because of its different forms but also be cause of the fact that when added to the personal pronouns or other noun stems of the pronominal sub-group it produces a special set of affixes. With the personal pronouns the forms are:

-iu	-nγ
-(i)k	-nun
-(i)m	-nunt
-is	-nsn
-is	-nsnt.

The first of these has a zero form when it occurs with nouns of the inherently possessed series, i.e., kinship terms.

The indirect object marker like the relational prefix is also separated from the other inflectional affixes because of the special form produced when this prefix is added to the stems of the pronominal sub-group. The personal indirect object pronoun affixes are:

-ii	-aγ
-ak	-aun
-am	-aunt
-as	-asn
-as	-asnt.

Although these affixes are indicated in the list above as suffixes, one should remember that they become prefixes when used with verbs that have any prefix other than the subject marker.

The prepositional prefixes are the final group of inflectional prefixes to be considered at this point. The most important feature of this group is the fact that there are special forms for those prefixes when they occur before pronouns. The form that occurs with nouns is shorter and may be entirely consonantal; the form that occurs before pronouns usually has a vowel added or even an additional consonant:

ɣr-uxam   ɣur-s
f-uxam   fl-as.

Those prepositions that are considered compound forms are usually the combination of a form that is basically nominal and the relational marker n- :

sdfir n-thanut:
sufl uubrid.

The chief derivational affixes that occur with verb stems are the modal affixes: s ; m ; t:u ; and t:. These affixes and their forms and functions have been discussed previously. It is only important to note at this point that they may occur with each other added to the same basic stem. The only restriction is that the same affix may not be added more than once to a stem.

In addition to the modal affixes, the affixes used in the formation of noun stems from verbs occur. These affixes may be divided into two groups, those that are used to form actor nouns and those that are used to form action nouns. There is wider variation in the forms of the second group than in those of the first.

The inflectional affixes for verb stems include the subject markers; the tense-aspect markers; direct object affixes; directional markers; and certain interrogative affixes. The subject markers and the tense-aspect markers must always occur in a verb sequence. In addition, these two sub-groups always occur in the same position. The object affixes and directional markers are more flexible, and they may occur either as prefixes or suffixes depending on the occurrence of other affixes in the sequence. Because all of these forms have been thoroughly reviewed, it is not necessary to discuss them again at this point. It must be noted, however, that some of the affixes that occur with verbs must be considered derived affixes, i.e., combinations of two forms that produce a new form. This is especially true in the case of the object affixes and certain prepositional sequences that occur as verb prefixes.

The affixes that occur with both nouns and verbs form a relatively small group. They are chiefly the relative markers and some of the interrogative markers. A detailed analysis of the structure of Kabyle indicates that the relative prefix ai- or its variant i- may occur before nouns or before verbs. Its occurrence before nouns is comparatively infrequent, however. A detailed description of the phrase structure of Kabyle may lead to the conclusion that when ai- occurs before a verb, it is, in reality, interposed between the noun and the verb so that it may be considered an affix that links nounstem and verb stem. In other words, it occurs as a suffix added to the noun stem and at the same time as a prefix added to the verb stem.

Interrogative affixes occur with both nouns and verbs, but they require no special comment. It is sufficient to note that an underlying interrogative form an- seems to exist in Kabyle. This form is different from the form ma- which seems to serve as the underlying relative-interrogative marker in other Berber languages. an- does not occur in all interrogative forms, and there are some forms in which /m/ is found: mlmi 'when'; mimi 'to whom'.

Unit XXIII

t*am fšr d:-k'u	Tom Fisher and K'u
ufa-n	they found
imukan	places; seats
sdfir uušifur	behind the driver
imukan sdfir uušifur	seats behind the driver
t*am fšr d:-k'u ufa-n imukan sdfir uušifur.	Tom Fisher and K'u found seats behind the driver.
γur-sn zhr	they are lucky
sn-n	they know
akuntrulur	conductor
γur-sn zhr sn-n akuntrulur.	They are lucky to know the conductor.
t-t:aui	she carries
t*umubil t-t:aui	the bus carries
tmnia u tlatin	thirty-eight
tmnia u tlatin n-md:n	thirty-eight persons
i-k*im-n	who sit(s) down
t*umubil t-t:aui tmnia u tlatin	the bus carries thirty-eight
n-md:n i-k*im-n	people who are sitting
'ašra	ten
ai-i-bd-n	who stand(s)
t*umubil t-t:aui tmnia u tlatin n-md:n i-k*im-n / 'ašra ai-i-bd-n.	The bus carries thirty-eight people sitting and ten standing.
'ami sa'id	Old Said

uk*'	fall; weigh upon
ur-t-uk*i'-ara	she doesn't weigh upon
lm'na	custom; situation
ur-s-t-uk*i'-ara lm'na	the situation doesn't bother him
bsḥ 'ami sa'id / ur-s-t-uk*i'-ara lm'na.	But the situation doesn't bother Old Said.
ilkl imsafrn	all the travelers
t:muasan-n	they know each other
ilkl imsafrn t:muasan-n.	All the travelers know each other.
ak*rmud	roof
sufl uuk*rmud n-t*umubil	on the roof of the bus
lk*š	luggage; baggage
lk*š iimsafrn	the travellers' luggage
st:f	arrange; pack
i-st:f	he is arranged
lk*š iimsafrn i-st:f	the travellers' luggage is arranged
sufl uuk*rmud n-t*umubil lk*š iimsafrn i-st:f.	The travellers' luggage is arranged on top of the bus.
abidun; ibidunn	tank; tanks; metal drums
t*iuzad*	chickens
r:z*ma; r:z*ami	bundle; bundles
abakit; ibakiin	package; packages
lxdra	vegetables
ibidunn t*iuzad* r:z*ami ibakiin lxdra	tanks, chickens; bundles packages, vegetables

ad-t-t-ini-d*	you will call him
suk*amzian	small market
ibidunn t*iuzad* r:z*ami ibakiin lxdra / ad-t-t-ini-d* dsuk* amzian.	Tanks, chickens, bundles, packages, vegetables --- you'd call it a small market.
t*umubil-n:i	that bus
mskin	be poor
mskin-t	she is poor
t*umubil-n:i mskin-t	that poor bus
'b:i	carry (on one's back)
t-'b:a	she carried
t*umubil-n:i mskin-t t-'b:a	that poor bus has carried
alami	until
ruadi	wheels
γdr	sink
γdr-nt	they sink
t*umubil-n:i mskin-t t-'b:a alami ruadi γdr-nt.	That poor bus has carried until the wheels sink.
ašifur	driver
sk:r	close; lock
i-sk:r amutur-is	he starts its motor
bl:'	close
i-bl:' taburt	he closes the door
k*l:'	start
i-k*l:'	he starts
mnb'd tura i-k*l:'	then he starts off

ašifur i-sk:r amutur-is i-bl:' taburt mnb'd tura i-k*l:'.	The driver starts the motor, closes the door, and then he starts off.
i-ḥbs	he stops
sin niγ tlata ibrdan	two or three times
i-ḥbs sin niγ tlata ibrdan.	He stops two or three times.
kra n-lḥbab	some friends
bγa-n	they want
ad-s-ini-n	they will say
bγa-n ad-s-ini-n	they want to say
s*baḥ lxir	good morning
kra n-lḥbab bγa-n ad-s-ini-n s*baḥ lxir.	Some friends want to say 'good morning' to him.
ma-ara-i-ḥbs	when he will stop
at*as ibrdan	many times
ma-ara-i-ḥbs at*as ibrdan	if he stops too often
agad	be afraid
ur-i-t:agad-ara	he is not afraid
ad-i-'di	he will pass
fl-as	on him
lḥal	time
ur-i-t:agad-ara ad-i-'di fl-as lḥal	isn't he afraid he'll be late
ma-ara-i-ḥbs at*as ibrdan ur-i-t:agad-ara ad-i-'di fl-as lḥal.	If he stops too often, isn't he afraid he'll be late?

al:a	no
alukan	if
ad-aud*-n	they will arrive
bxir	safely
alukan ad-aud*-n bxir	if they arrive safely
duin	it is that
ai-bγa-n	which they want
ilkl md:n	all the people
duin ai-bγa-n ilkl md:n	that's what all the people want
al:a. alukan ad-aud*-n bxir duin ai-bγa-n ilkl md:n.	No, as long as they arrive safely that's what everyone wants.
ašu	what
ixamn izg*aγn	red houses
ašu dixamn izg*aγn	what are the red houses
tak*int*uš;tik*int*ušin	hilltop; hilltops
ašu dixamn izg*aγn g:-tk*int*us ihin?	What are those red houses on the hill over there?
tad:art; tudrin	village; villages
dtad:art	it's the village
ait ʼli	people of Ali (tribal name)
dtad:art n-ait ʼli.	It's the village of the Ait Ali.
ʼiš	live; reside
t:ʼiš-n	they live
uḥd-sn	alone
t:ʼiš-n uḥd-sn.	They live off to themselves.

hlk	become sick
ma-ara-hlk-n	when they get sick
amik xd:m-n	what do they do
ma-ara-hlk-n amik xd:m-n?	What do they do when they get sick?
s'a-n	they have
sbit*ar; sbit*arat	hospital; hospitals
s'a-n sbit*ar?	Do they have a hospital?
dag:i	here
ḥuiž	need
ur-uḥuaj-n-ara	they don't need
sbit*arat	hospitals
al:a. bsḥ dag:i ur-uḥuaj-n-ara sbit*arat.	No. But here they don't need hospitals.
laria	air; atmosphere
laria γur-sn	the air among them
dl'ali-t:	she is good
laria γur-sn dl'ali-t:.	The air there is good.
ulaḥd	there is not
ab'uš; ib'ušn	bug; bugs / germs
i-uašu-ara hlk-n	for which they will get sick
ulaḥd ab'uš i-uašu-ara-hlk-n.	There are no germs to make them sick.
g:-tmdinin	in the cities
aida xd:m-n	where they work
gn	sleep

g:an-n	they sleep
t:'iš-n	they live
γbar	dust, dirt
g:-γbar	in dust
g:-tmdinin aida xd:m-n g:an-n t:'iš-n g:-γbar	in the cities where they work,sleep and live in dust
bsḥ hlk-n	but they get sick
g:-tmdinin aida xd:m-n g:an-n t:'iš-n g:-γbar bsḥ hlk-n.	It's in the cities where they work, sleep, and live in dirt that they get sick.
γur-k lḥk*.	You're right.
duag:i	it is this
lu'd	fate, destiny
lu'd n-rb:i	what God has decreed
duag:i ai-i-dlu'd n-rb:i	this is what God has decreed
sibilizat:iu	civilization
duag:i ai-i-dlu'd n-rb:i sibilizatiu?	Is this what God has decreed --- civilization?

Dialogue

t*am fšr d:-k’u ufa-n imukan sdfir uušifur. γur-sn zhr sn-n akuntrulur. t*umubil t-t:aui tmnia u tlatin n-md:n i-k*im-n / ’ašra ai-i-bd-n. bsḥ ’ami sa’id / ur-s-t-uk*i’-ara lm’na. ilkl imsafrn t:muasan-n. sufl uuk*rmud n-t*umubil lk*š iimsafrn i-st:f. ibidunn t*iuzad* r:z*ami ibakiin lxdra / ad-t-t-ini-d* dsuk* amzian. t*umubil-n:i mskin-t t-’b:a alami ruadi γdr-nt. ašifur i-sk:r amutur-is i-bl:’ taburt mnb’d tura i-k*l:’. i-ḥbs sin niγ tlata ibrdan. kra n-lḥbab bγa-n ad-s-ini-n s*baḥ lxir.

T.F. ma-ara-i-ḥbs at*as ibrdan ur-i-t:agad-ara ad-i-’di lḥal?

K.A. al:a. alukan ad-aud*-n bxir duin ai-bγa-n ilkl md:n.

T.F. ašu dixamn izg*aγn g:-tk*int*uš-ihin?

K.A. dtad:art n-ait ’li. t:’iš-n uḥd-sn.

T.F. ma-ara-hlk-n amik xd:m-n? s’a-n sbit*ar?

K.A. al:a. bsḥ dag:i ur-uḥuaj-n-ara sbit*arat. laria γur-sn dl’ali-t:. ulaḥd ab’us i-uašu-ara-hlk-n. g:-tmdinin aida xd:m-n g:an-n t:’iš-n g:-γbar bsḥ hlk-n.

T.F. γur-k lḥk*. duag:i ai-i-dlu’d n-rb:i sibilizatiu?

Questions

1. aida ufa-n t*am fšr d:-k'u imukan?

2. ašḥal iimsafrn k*im-n?

3. bd-n at*as n-md:n?

4. ašifur / mnhu-t?

5. ašu sufl uuk*rmud n-t*umubil?

6. t*umubil dtaždit?

7. t*umubil-n:i / amik?

8. ašu i-xdm ašifur ak*bl i-k*l:'?

9. i-uašu i-ḥbs?

10. ad-i-'di fl-as lḥal?

11. ašu bγa-n ilkl imsafrn?

12. ixamn g:-tk*int*uš / ašu dzig:a-sn?

13. mnhu ai-i-t:'iš-n dihin?

14. s'a-n sbit*arat?

15. laria γur-sn / amik?

16. γur-sn ab'uš?

17. ašu i-t:uaf-n g:-tmdinin?

18. i-uašu-ḥuaj-n sbit*arat g:-tmdinin?

19. aida t-t:uafa sibilizatiu?

20. g:-tmurt-nγ / laria dl'ali-t:?

UNIT XXIII Notes

Conclusion:

The brief outline of the structure of Kabyle that has been given in the preceding units should serve to call your attention to the major features of the language. This together with the explanations and drills that were presented in earlier units provide the framework for further study of the language and its relation to other Berber languages as well as other branches of the Afro-Asiatic family. The features to be used in the analysis and classification of sentence patterns and morphological structures have been given so that you may begin to develop a description of the sentences and words for your own convenience.

It is clear that the sentence structures of Kabyle are quite different from those of English. In order to understand the language it is important to remember the distinction that exists between nominal and verbal sentences. It is also important to remember an underlying similarity: statement of topic and comment about it. This feature is the basis for the division of sentences into initial components, whether nominal or verbal, and complements. It is also important to remember that a component may be shifted to the initial position reserved for the topic so that additional emphasis is given to that component. In sentences in which this device is used, the component must be repeated in another form in its regular position in the sentence.

It is this feature that requires the use of pronominal affixes in sentences that focus attention on the object or complement constituent of verbal sentences.

In the morphology of the language the major constituents are stems and affixes. Although there are independent forms, the particles, that occur frequently, they are relatively few in number and occur in a small number of fixed patterns that are not difficult to remember. The stems and affixes, however, are the important parts of almost every sentence in the language. It is important to distinguish between basic stems and derived stems, and, of course, between the derivative affixes that are used to form derived stems and the inflectional affixes that determine the relationship of stems to other parts of the sentence.

If you have mastered the vocabulary and the patterns that have been presented and if you have made notes of the social patterns indicated in the dialogues and narratives, you are ready, like Tom Fisher, to visit the Kabyles in northern Algeria. You will know how to identify yourself and how to ask for information. Now, the only thing that can be said to you is: ial:ah.